

Inaugural Conference on Learning and Assessment

drexel.edu/mythsandmovements



CONFERENCE PROGRAM



2014 ASSESSMENT CONFERENCE
MYTHS & MOVEMENTS
REIMAGINING HIGHER EDUCATION ASSESSMENT



Philadelphia, Pennsylvania
September 10-12, 2014



MESSAGE FROM JOHN FRY PRESIDENT, DREXEL UNIVERSITY



It's my pleasure to welcome you to Philadelphia and Drexel for our first Regional Conference on Assessment, *Myths & Movements: Re-Imagining Higher Education Assessment*.

I commend Provost Mark Greenberg and his team for spearheading this event. It's important that we share best practices across higher education. Colleges and universities face great challenges, and we must work together as colleagues to find solutions. Effective assessment is critical to that process.

I wish you a productive and enjoyable time here, and I hope to see you again at a future edition of this event.

MESSAGE FROM MARK GREENBERG PROVOST, DREXEL UNIVERSITY



The expectations placed on higher education to foster and document students' active and deep learning have never been higher. We live in a time of economic uncertainty, global interdependence, and urgent challenges. If our students are to be equipped with the skills to succeed quality learning must include as its focus students' active engagement and understanding and our ability to assess it.

Our assessment program establishes a practice of research that informs planning and results in tangible improvements for our students. It is our hope that this conference, with thought-provoking speakers, workshops, and invaluable networking, provides the opportunity for us to work together to ensure that all students have continuous opportunities to apply their learning to the significant, real-world challenges which, no doubt, lie ahead for them.





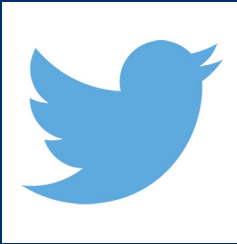
DOWNLOAD THE GUIDEBOOK APP AND CONFERENCE GUIDE

The conference uses the Guidebook App for iOS and Android, which provides all the conference materials packaged into a "guide" made available on your mobile device via the guidebook app. To get the guidebook app and also view/download the conference guide, visit guidebook.com/guide/24157/.



PLEASE GIVE US YOUR FEEDBACK

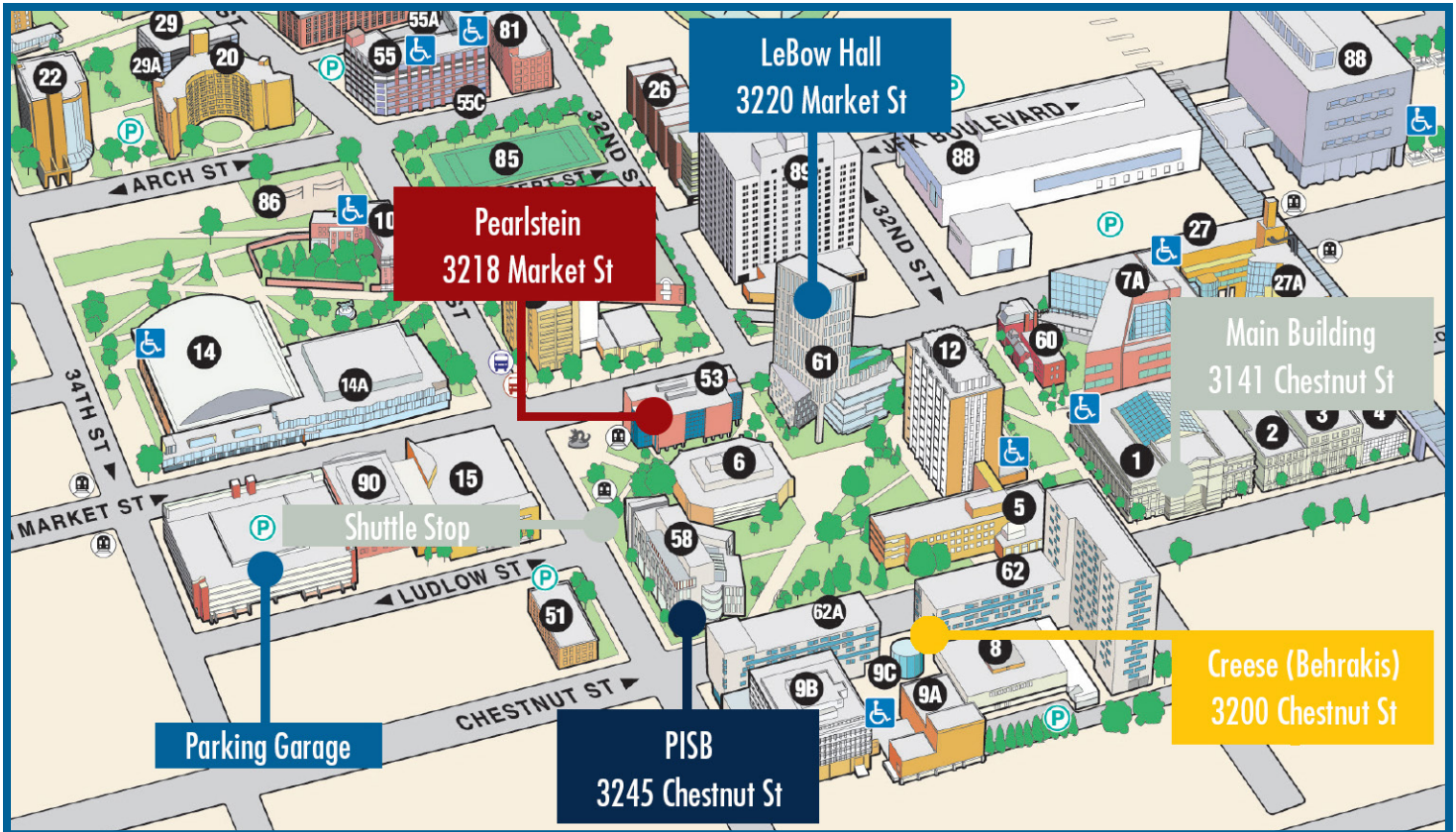
Scan the QR code with your mobile device to visit the conference feedback site and provide feedback for a session or the conference. Links to session feedback are also provided with the session information in the conference app, or by visiting drexel.edu/acof/feedback.



STAY CONNECTED DURING THE CONFERENCE ON TWITTER

#DUassess





LEONARD PEARLSTEIN BUSINESS LEARNING CENTER

The Pearlstein Business Learning Center is a four-story, 40,000 square-foot facility containing numerous executive classrooms, technology such as video blackboards and document cameras for video conferencing with students, corporate executives and instructors at remote locations.



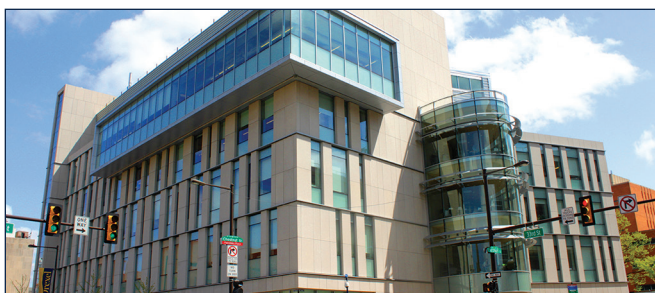
GERRI C. LEBOW HALL (LEBOW HALL)

The new 12 story, 177,500 square-foot home for Drexel University’s Bennett S. LeBow College of Business features an innovative array of classrooms and collaborative academic spaces as well as an environmentally friendly design underscored by a dramatic 5 story central atrium.



CONSTANTINE N. PAPADAKIS INTEGRATED SCIENCES BUILDING (PISB)

The 150,000 square-foot building houses 44 research and teaching laboratories for biology, chemistry and biomedical engineering and a 6 story atrium containing a 22-foot wide, 80-foot tall biowall, North America’s largest living biofilter and the only such structure installed at a U.S. university.



JAMES CREESE STUDENT CENTER (BEHRAKIS GRAND HALL, NORTH & SOUTH)

Behrakis Grand Hall is the Creese Student Center’s ballroom, located adjacent to the Main Lounge and left of the lobby of Mandell Theater. Behrakis Grand Hall is frequently utilized for banquets, lectures, meetings, and conferences, as it can accommodate up to 1,200 people as a whole.





SCHEDULE AT-A-GLANCE

WEDNESDAY, SEPTEMBER 10

12:45 pm – 2:00 pm	WELCOME & OPENING PLENARY	PISB 120
	Doing Assessment as if Deep Learning Matters Most: Assessing and Promoting High-Impact Practices	
2:00 pm – 2:15 pm	BREAK (Snacks)	PISB Atrium
2:15 pm – 3:15 pm	Using High-Risk Student Assessment Methods to Improve Student Outcomes	PISB 104
2:15 pm – 3:15 pm	Using Co-op Evaluation Data for University and Program Changes	PISB 106
2:15 pm – 3:15 pm	Engaging and Sustaining Assessment on Large Campuses: The Temple Experience	PISB 108
2:15 pm – 3:15 pm	Myth: Assessment Squashes Academic Freedom	Pearlstein 101
2:15 pm – 3:15 pm	Improve Your Assessment ROI: How to Transform Feedback into Learning	Pearlstein 102
2:15 pm – 3:15 pm	An Examination of the Relationship Between Assessment-Based Simulations for Educational Leadership	Behrakis, North Behrakis, South
2:15 pm – 3:15 pm	Assessment Mania: Assessing the Assessors	
3:30 pm – 4:30 pm	Harnessing Cats and Colts: Linking Classroom Assessment and Collaborative Learning Techniques	PISB 104
3:30 pm – 4:30 pm	Developing a Culture of Continuous Improvement	PISB 106
3:30 pm – 4:30 pm	Assessment in the Evaluation of Teaching: Finding Balance	PISB 108
3:30 pm – 4:30 pm	Bunkers, Bridges (and Bombs): Communicating during the Assessment Process	Pearlstein 101
3:30 pm – 4:30 pm	*Assessing Your Creative Strengths: A Diagnostic Approach	Pearlstein 102
3:30 pm – 4:30 pm	Satisfying all the Stakeholders: An Integrated, Multidimensional Approach to Assessment	Behrakis, North
3:30 pm – 4:30 pm	Reviewing Syllabi to Document Teaching Culture and Inform Decisions	Behrakis, South
5:30 pm – 7:00 pm	RECEPTION – DINOSAUR HALL, THE ACADEMY OF NATURAL SCIENCES OF DREXEL UNIVERSITY	
7:00 pm – 8:30 pm	NIGHT TOUR OF PHILADELPHIA LANDMARKS (ADVANCED RESERVATION REQUIRED)	

THURSDAY, SEPTEMBER 11

7:30 am – 8:30 am	CONTINENTAL BREAKFAST - DREXEL UNIVERSITY (sponsored by AEFIS).....	PISB Atrium
8:45 am – 9:45 am	Integrating Institutional Effectiveness into the Planning and Budgeting Processes	PISB 104
8:45 am – 9:45 am	Combating Drift in Multi-Section Courses: Tools for Engaging Faculty—A Precursor to	PISB 106
8:45 am – 9:45 am	Customizing Student Competencies through Direct Learning Assessment of Program Outcomes	PISB 108
8:45 am – 9:45 am	VALUE—An Alternative to Standardized Tests	Pearlstein 101
8:45 am – 9:45 am	Signature Assignments: From Backlash to Buy-In	Pearlstein 102
8:45 am – 9:45 am	Reimagining Assessment through Professional Development in Teaching and Learning	LeBow Hall, 27
8:45 am – 9:45 am	*Promoting Effective Assessment Practices Through Peer Review	LeBow Hall, 108
10:00 am – 11:00 am	Numbers and Narratives: Building Quantitative Data and Community	PISB 104
10:00 am – 11:00 am	Are Your Educational Programs Learning-Centered? Can You Measure This?	PISB 106
10:00 am – 11:00 am	Aligning Assessment to Broader Strategic Goals Using Iterative Curriculum Design	PISB 108
10:00 am – 11:00 am	Creating a Dialogue for Learning: Evaluating Competencies within a Course Development & Review Process	Pearlstein 102
10:00 am – 11:00 am	Assessment, Freedom, and a Life Worth Living	Pearlstein 101
10:00 am – 11:00 am	*Using Student Journals to Assess and Improve Writing of CDLG	LeBow Hall, 108
10:00 am – 11:00 am	Using Backward Design Principles to Develop Your Assessment Strategy and Materials ...	LeBow Hall, 27
11:15 am – 12:15 pm	Successfully Assessing Failure: Authentic Assessment Practice in the Arts	PISB 104
11:15 am – 12:15 pm	Whole of Degree Design – Embedding Scaffolded Authentic Assessment	PISB 106
11:15 am – 12:15 pm	Uncovering the Learning Experience Hidden by GPA and Standardized Test Scores	PISB 108
11:15 am – 12:15 pm	Connecting Assessment Plans & Data Management Systems with a Middle States Template	Pearlstein 101
11:15 am – 12:15 pm	Make It Count: A Success Plan for Assessment	Pearlstein 102

THURSDAY, SEPTEMBER 11 (CONTINUED)

11:15 am – 12:15 pm	*Changing Our Culture Through Active Reflection, Alternative Assessment and the E-portfolio	LeBow Hall, 27
11:15 am – 12:15 pm	*How is Higher Education Redefining Effective Assessment Practice: Making it all Fit Together on Your Campus	LeBow Hall, 108
12:30 pm – 1:45 pm	LUNCHEON & PLENARY	Behrakis Grand Hall
	How Will You Redesign?	
2:00 pm – 3:00 pm	Working with Department Faculty to Develop a Culture of Assessment	PISB 104
2:00 pm – 3:00 pm	Digital/Open Badges: Are We Chasing a Better Mousetrap?	PISB 106
2:00 pm – 3:00 pm	Strategic Assessment to Support Institutional Viability	PISB 108
2:00 pm – 3:00 pm	Assessment from the Bottom-Up: Leveraging Faculty Expertise	Pearlstein 102
2:00 pm – 3:00 pm	Impact and Assessment: An Integrated Approach to Faculty Development	LeBow Hall, 27
2:00 pm – 3:00 pm	Moneyball and the Art of Statistical Analysis in Health-Related Professions	Pearlstein 101
2:00 pm – 3:00 pm	Snapshot Session [A Collection of Mini Presentations]	LeBow Hall, 33
	SS1: The Art of Assessment	
	SS2: Beyond the Classroom: Using Co-Curricular Activities to Assess General Education	
	SS3: Have You Hugged Your Assessment Professional Today?	
3:00 pm – 3:15 pm	BREAK (Snacks)	PISB Atrium
3:15 pm – 4:30 pm	PLENARY SESSION - POINT/COUNTERPOINT	LeBow Hall, 31

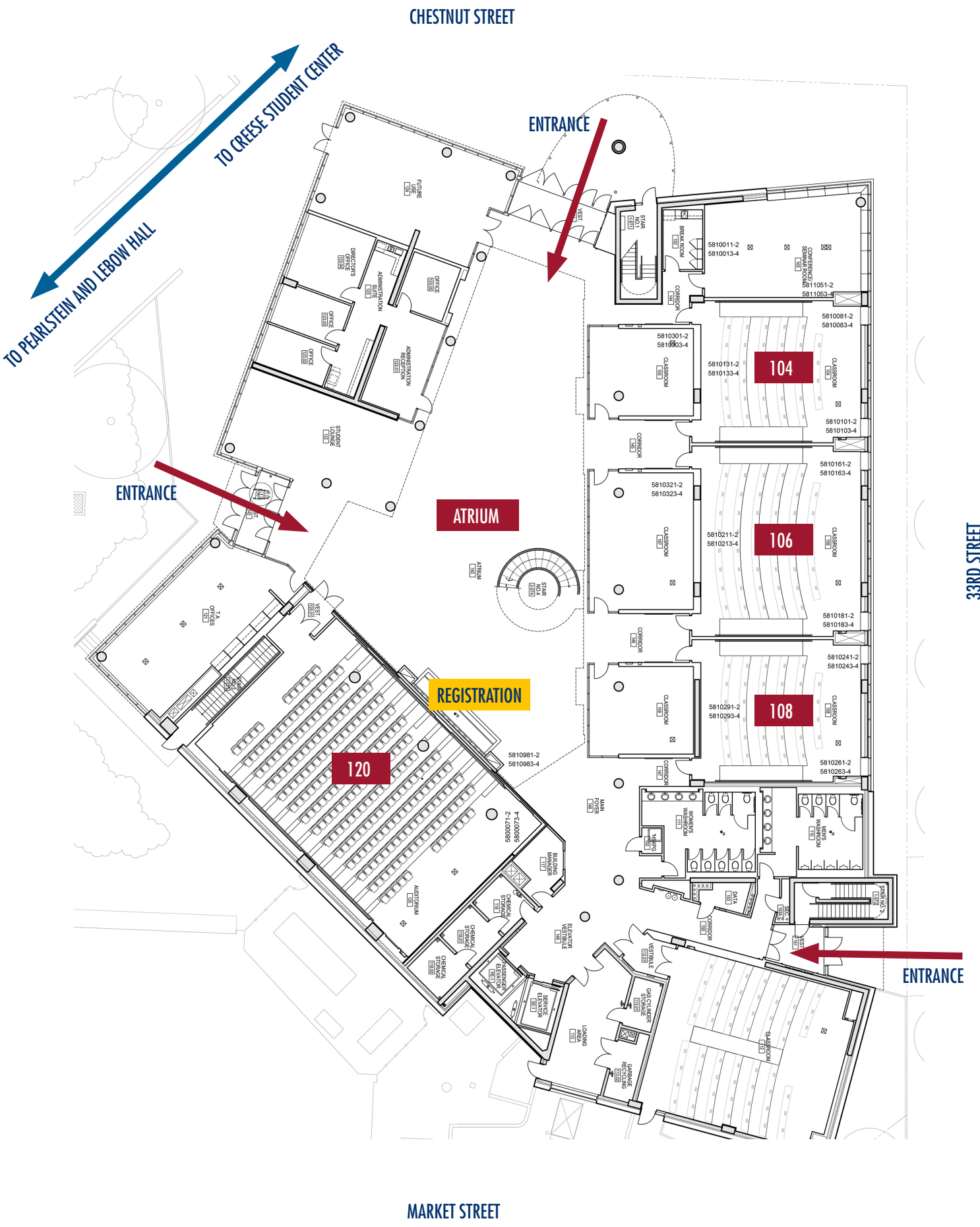
FRIDAY, SEPTEMBER 12

7:30 am – 8:30 am	CONTINENTAL BREAKFAST – DREXEL UNIVERSITY	PISB Atrium
8:45 am – 9:45 am	Mapping Learning Outcomes: What You Map is What You See	PISB 104
8:45 am – 9:45 am	Strategic Points of Entry Towards a Culture of Meaningful Assessment	PISB 106
8:45 am – 9:45 am	Reframing Faculty Resistance: What Makes Assessment So Difficult in Practice?	PISB 108
8:45 am – 9:45 am	A Proven Model for Faculty-driven General Education Assessment	Pearlstein 101
8:45 am – 9:45 am	Elegant Solution to a Knotty Problem: Assessing an Integrated Curriculum	Pearlstein 102
8:45 am – 9:45 am	Ensuring Academic Integrity with Online Learning	LeBow Hall, 27
8:45 am – 9:45 am	Why Re-design? Adapt and Innovate for Stress Free Sustainable Assessment	LeBow Hall, 33
9:45 am – 10:00 am	BREAK (Snacks)	PISB Atrium
10:00 am – 11:00 am	Building a Culture of Assessment: A Nuts and Bolts Approach	PISB 104
10:00 am – 11:00 am	Guiding Principles for an Institution-Wide Assessment Initiative	PISB 106
10:00 am – 11:00 am	Learning and Instructional Support Systems: Continuous Assessment in Context	PISB 108
10:00 am – 11:00 am	Making Your Assessment Matter: Best Practices for Sharing Results	Pearlstein 101
10:00 am – 11:00 am	It Takes a Campus Village to Create a Culture of Assessment	Pearlstein 102
10:00 am – 11:00 am	Assessment of Special Needs Students through On-Line Instruction	LeBow Hall, 27
10:00 am – 11:00 am	Beyond Exams: Innovative Applications of Formative Assessments in Higher Education ...	LeBow Hall, 33
11:15 am – 12:30 pm	CLOSING PLENARY AND DRAWINGS	PISB Atrium
	Teaching: Joys and Challenges of the Greatest Profession	

*Room or time changes since publication

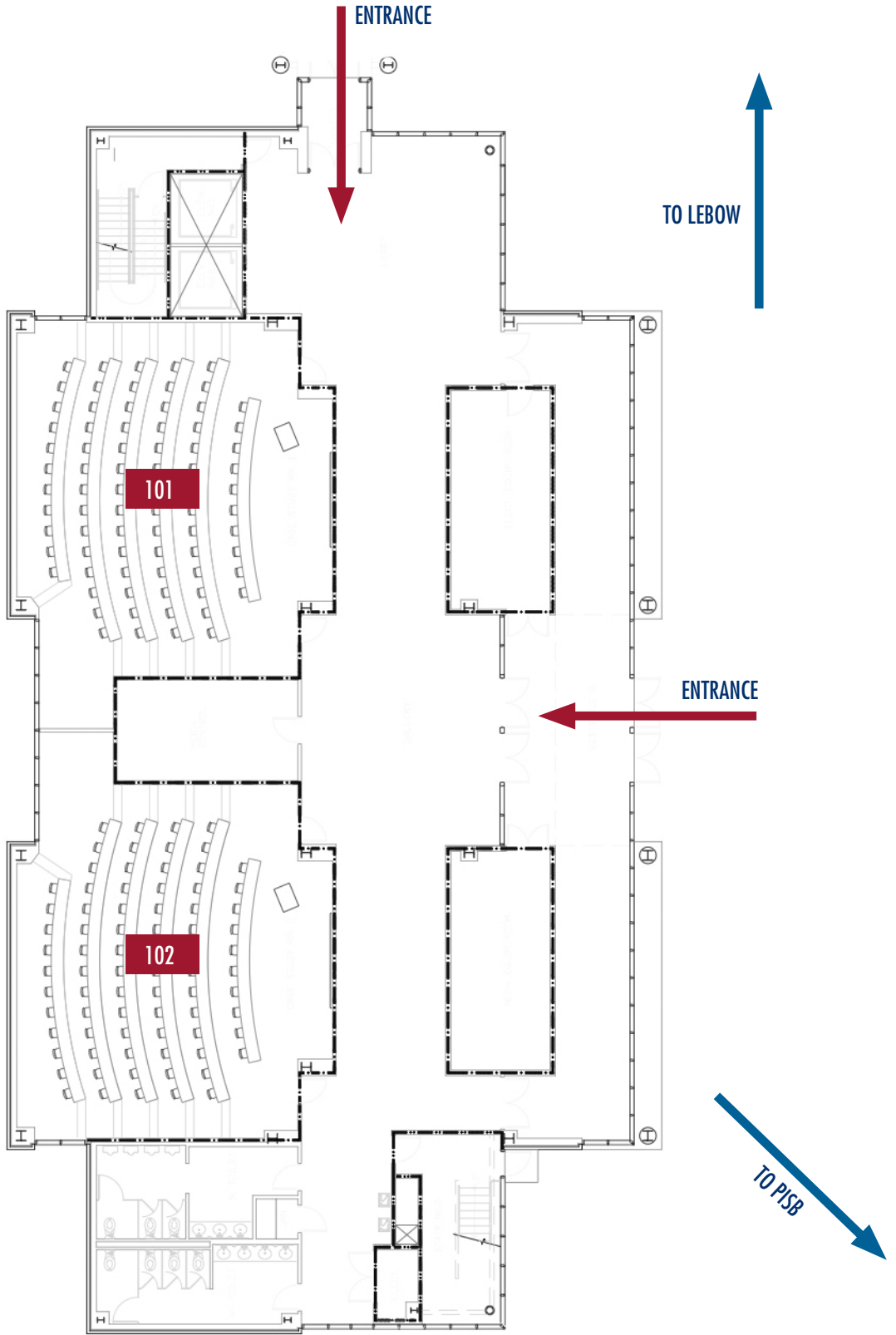


CONSTANTINE N. PAPADAKIS INTEGRATED SCIENCES BUILDING (PISB)



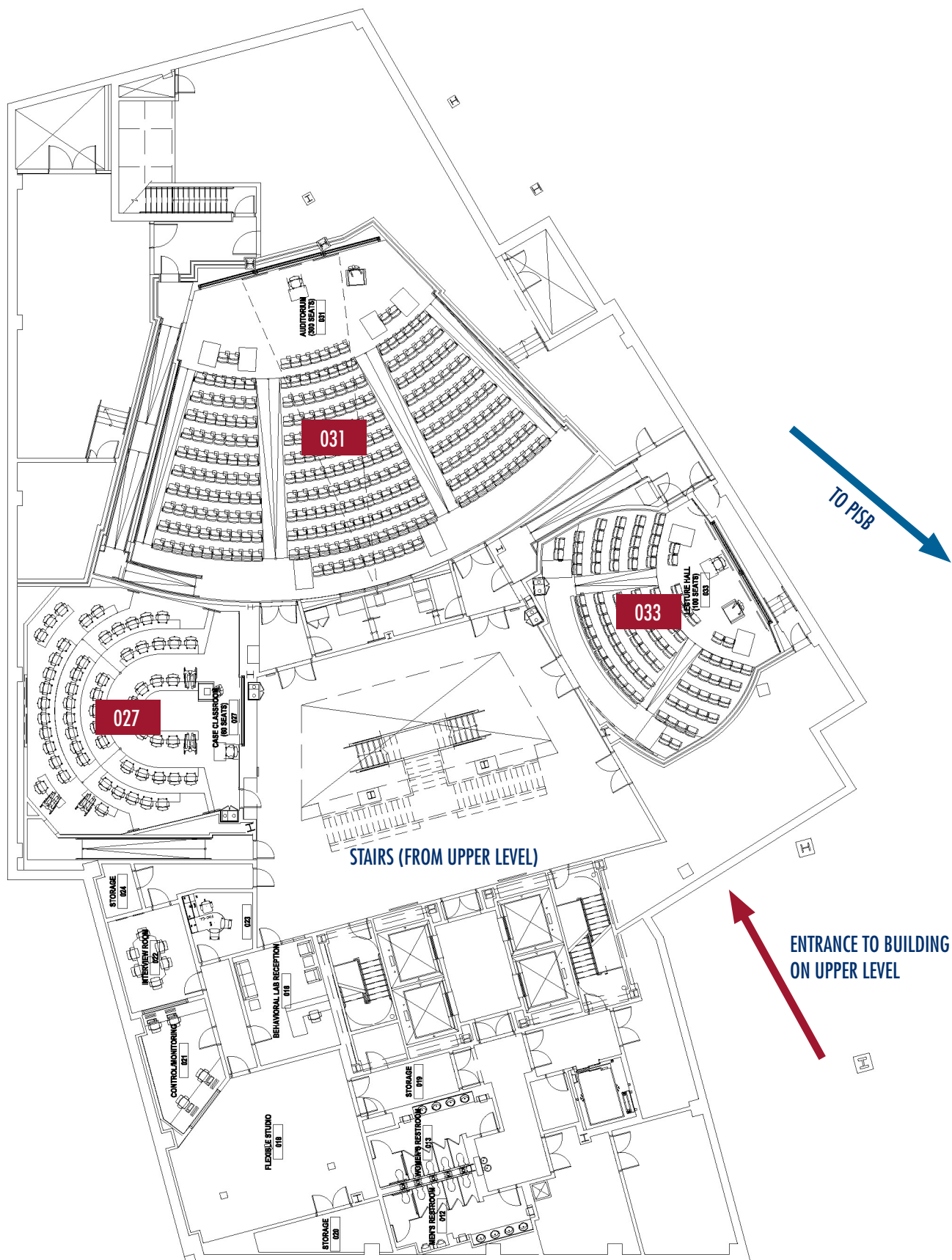
LEONARD PEARLSTEIN BUSINESS LEARNING CENTER

MARKET STREET



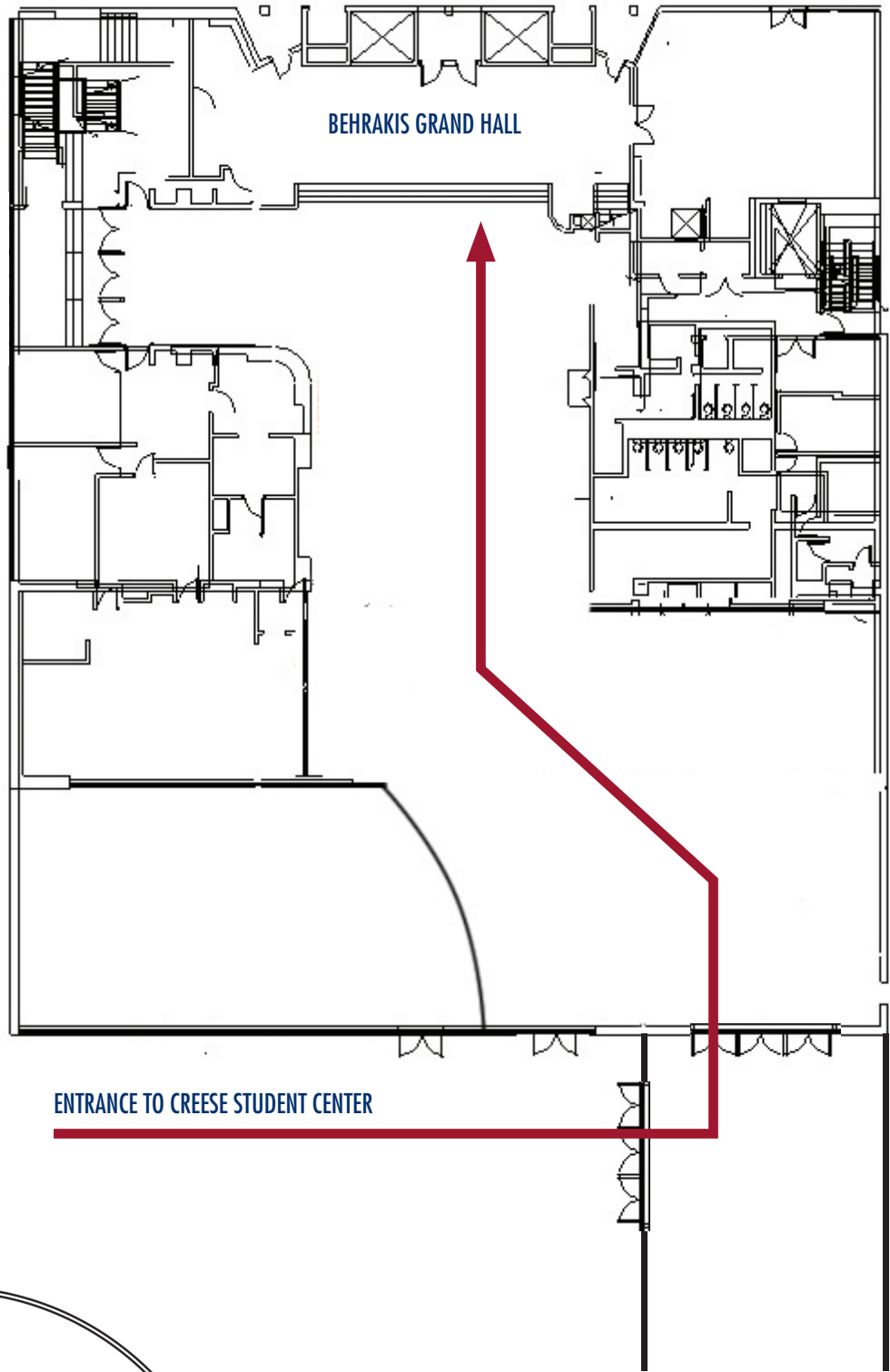
GERRI C. LEBOW HALL (LOWER LEVEL)

MARKET STREET



JAMES CREESE STUDENT CENTER

CHESTNUT STREET



ENTRANCE TO CREESE STUDENT CENTER

HANDSCHUMACHER DINING CENTER

CONFERENCE SCHEDULE

12:45 PM - 2:00 PM

WELCOME & OPENING PLENARY

MARK GREENBERG, PROVOST (PISB 120)

Greetings and welcoming remarks will be issued by Dr. Mark Greenberg, Provost and Senior Vice President for Academic Affairs.

12:45 - 2:00 PISB 120

DOING ASSESSMENT AS IF DEEP LEARNING MATTERS MOST: ASSESSING AND PROMOTING HIGH-IMPACT PRACTICES

Thomas Angelo

Assistant Provost, Founding Director of the Center for the Advancement of Faculty Excellence, and Professor of Higher Education, Queens University of Charlotte

Over the past twenty-five years, Tom has served – often concurrently – as a faculty member, faculty developer, assessment specialist, academic administrator and/or researcher at institutions including: Harvard, UC Berkeley, the University of Miami, Victoria University of Wellington (New Zealand), and La Trobe University (Australia). His career-long assessment work includes posts as Assistant Director of the Harvard Seminars on Assessment, Director of the American Association for Higher Education's AAHE Assessment Forum, and Director of De Paul University's School for New Learning Assessment Center.



Dr. Angelo has consulted on assessment, curriculum design, and teaching and learning improvement at more than 250 colleges and universities and for more than 60 government agencies and professional organizations. He has also keynoted more than 90 higher education conferences in the US and 17 other countries, and co-authored "Classroom Assessment Techniques" (1993), a

higher education classic with 100,000+ copies in print.

He has been awarded fellowships from the Fulbright Program (Italy), the Calouste Gulbenkian Foundation (Portugal), the Carrick Institute for Learning and Teaching in Higher Education (Australia), and the Higher Education Research and Development Society of Australasia.

Tom Angelo earned his BA with Honors in government from California State University-Sacramento, a Master of Arts in political science and a Master of Education in applied linguistics – both from Boston University – and his doctorate from the Graduate School of Education at Harvard.

Session Description:

To some degree, assessment is always a bureaucratic compliance burden. But it can also be a powerful process for researching, documenting, and improving the effectiveness, efficiency, and reputations of our academic programs. That tension between assessment for accountability and assessment for improvement is inescapable: the trick is getting the balance right. This fast-paced, highly interactive keynote provides research-based guidelines and practical strategies for learning-centered (and faculty-directed) assessment at classroom, course and program levels—focusing on the high-impact practices that can add the most value. During this keynote, participants will try out at least five simple, powerful assessment strategies, and leave with one or two to apply to their and their students' advantage in their courses and/or programs.

2:00 PM - 2:15 PM

BREAK

(Snacks in PISB Atrium)

2:15 PM - 3:15 PM

CONCURRENT SESSION 1

2:15 - 3:15, PISB 104

USING HIGH-RISK STUDENT ASSESSMENT METHODS TO IMPROVE STUDENT OUTCOMES

Jennifer Dahlman and Danielle Artis,
Trinity Washington University

Meeting the needs of the changing demographics of our student population in higher education requires a shift in the approaches used to assess high-risk students. Incorporating new assessment methods for high-risk students that are formative, on-going, and holistic is essential to improving student outcomes. Also vital to a student's success is a realistic perception of the challenges that they must face, as well as the effort and commitment required to overcome these barriers. Presenters will offer new assessment methods to approach high-risk students attending institutions of higher learning. These methods include: a learning style inventory (LSI), a course entrance exam, an individualized "study

WEDNESDAY

needs” survey, and the format for one-on-one faculty-student meetings. The presenters will conclude the session with an interactive case study showing analysis of each assessment technique in terms of improved student engagement and student outcomes. The information in this session is intended for educators in institutions of higher learning who recognize the changing needs of today’s students. The material presented will be applicable to both general education and nursing programs.

Learning Outcomes:

1. Identify the unique needs of high-risk students in higher education.
2. Accurately assess and benchmark student engagement and performance within a formative context to improve student outcomes.

Audience: Intermediate

2:15 - 3:15, PISB 106

USING CO-OP EVALUATION DATA FOR UNIVERSITY AND PROGRAM CHANGES

Joseph Hawk, Lynne Hickle, and Stephanie Sullivan, Drexel University

The presenters will review how professionals in the Steinbright Career Development Center developed assessment practices for undergraduate cooperative education in logical, sustainable ways to better support the goals and needs of the department, the University, and various other stakeholders including academic partners (departments and faculty), Student Life partners, co-op employers, and co-op students. The presenters will describe how these practices can be applied to other experiential education environments, including internships and civic engagement programs. There will be a review on specific changes and improvements the College of Computing and Informatics made based on co-op evaluation feedback. The changes include curriculum review, program development, and marketing efforts. Reviewing these changes will emphasize how participants can review and apply data gathered from students and employers participating in cooperative education. This session is intended for any faculty or professional staff interested in learning how feedback from experiential education can be utilized for university-wide and program-level improvements.

Learning Outcomes:

1. Attendees will learn how novice assessment professionals were able to collaborate across University units—both academic and student life—to develop meaningful assessment practices for university and program support.
2. Attendees will learn how one academic unit has been able to apply evaluation from co-op education students and employers to improve their programs to better align with industry needs and standards.

Audience: Beginner

2:15 - 3:15, PISB 108

ENGAGING AND SUSTAINING ASSESSMENT ON LARGE CAMPUSES: THE TEMPLE EXPERIENCE

Jodi Levine Laufgraben, Gina Calzaferri, and Steven Kreinberg, Temple University

Higher education institutions differ greatly in terms of size, type, mission and resources; however, one commonality across campuses is that all institutions are being held accountable for demonstrating systemic, ongoing assessment of student learning. This is a challenge for any size institution, but organizing and sustaining centralized assessment efforts at a large research institution can be a particularly difficult task. Where do we start? Who do we bring to the table? What resources are available? How do we sustain efforts? How do we assess our own assessment efforts? During this session, we will discuss these questions, particularly how Temple answered them. This interactive session will include presentation, discussion and audience engagement. Intended for an intermediate audience, it is ideal for faculty and administrators responsible for leading assessment efforts, individuals on assessment committees, or anyone interested in learning how one campus keeps assessment moving across 17 schools and colleges.

Learning Outcomes:

1. Participants will acquire strategies for implementing and sustaining assessment activities on their campus, including assessment reporting.
2. Participants will develop two “next steps” for enhancing assessment efforts on their campus.

Audience: Intermediate

2:15 - 3:15, PEARLSTEIN 101

MYTH: ASSESSMENT SQUASHES ACADEMIC FREEDOM

Julia Matuga and Donna Nelson-Beene, Bowling Green State University

Designing an assessment system that utilizes course embedded assessments for program and institutional assessment requires the design and development of an effective infrastructure to support faculty data collection, analysis and reporting. The focus on the assessment of student learning outcomes and the use of embedded assessment data to support programmatic and institutional initiatives can often revive tension between faculty interpretation of academic freedom and the program or institution’s mission to implement and use an assessment system to illustrate student learning within programs and the institution. While many faculty are active participants in the assessment and the evaluation of student learning on campuses, some faculty have evoked academic freedom as a reason to “opt out” or actively resist the use of course embedded assessments for programmatic and institutional evaluation. The presenters will guide session participants in an interactive presentation highlighting issues and challenges related to course embedded assessment and intellectual freedom within the context of programmatic and institutional assessment.

Learning Outcomes:

1. Attendees will review and investigate issues related to assessment and intellectual freedom in the context of programmatic and institutional assessment.
2. Attendees will identify and discuss potential strategies related to faculty involvement in designing and implementing systems for programmatic and institutional assessment.

Audience: Intermediate**2:15 - 3:15, PEARLSTEIN 102****IMPROVE YOUR ASSESSMENT ROI: HOW TO TRANSFORM FEEDBACK INTO LEARNING**

Sue Hellman, University of New Brunswick (Fredericton)

In her paper, *Teaching, Learning, and Assessment in Higher Education* (2005), Sue Fostaty Young wrote: "Assessment has long been recognized as the single most influential factor in shaping what and how students in higher education choose to learn." Yet Gibbs and Simpson found: it is "disliked by both students and teachers and largely ineffective in supporting learning" (*Conditions Under Which Assessment Supports Students' Learning*, 2004-5). The challenge, then, is to find a way to make assessment pay off for both instructors and learners. The solution the presenter proposes is to pair formative feedback delivered through action-oriented rubrics with short, small group, in-class 'practice in your presence' sessions designed to leverage the power of peer collaboration and also give instructors an opportunity get feedback on their feedback. The goal of the session is for participants to engage in this workshop on two levels—both as educators and as learners—and, as a result, to appreciate the power of using their experiences as students to inform their assessment decisions and practices as instructors. This workshop will meet the needs of participants who wish to turn assessment into an opportunity for learning and thereby improve their assessment ROI (return on investment).

Learning Outcomes:

1. Participants will be able to write action-oriented rubrics that will provide 'helpful' feedback to learners.
2. Participants will appreciate and share the benefits of using the 'practice in your presence' strategy as a way to ensure learners can and do act on the feedback they receive.

Audience: Intermediate**2:15 - 3:15, BEHRAKIS GRAND HALL, NORTH****AN EXAMINATION OF THE RELATIONSHIP BETWEEN ASSESSMENT-BASED SIMULATIONS FOR EDUCATIONAL LEADERSHIP**

Julienne Cuccio-Slichko and Kathy Gullie, University at Albany/SUNY(Fredericton)

Research has yet to examine the effects of clinical simulations of leadership skills in education leadership preparation courses and how those skills transfer to practice. Much remains unknown about how clinical simulations affect practice in nursing (Hauber, Cormier, & Whyte, 2010), anesthesia crisis management (Yee, et al., 2005), and medical education (Okuda,

et al., 2009). Less is known about the effects of simulations in teacher preparation and leadership courses. The presenters will showcase the School Leader Communication Model, where simulations utilized as formative assessment tools served three purposes: (1) allowing the students to construct new knowledge and apply their learning in the next simulation; (2) informing the instructor how the student is progressing; and, (3) developing communication systems for learning through debriefing as a process for feedback. The improved evaluation process led to the development of leadership skills in order to improve teaching and learning.

Learning Outcomes:

1. Outline and describe the School Leader Communication Model emphasizing the utility of simulations.
2. Present findings based on the impact of utilizing simulations for the development of leadership skills.

Audience: Advanced**2:15 - 3:15, BEHRAKIS GRAND HALL, SOUTH**
ASSESSMENT MANIA: ASSESSING THE ASSESSORS

Steven Hales, Bloomsburg University of Pennsylvania

It can be argued that assessment is the latest educational fad and example of bloated bureaucratic overreach. Further, the assertion can be made that there is no reason to suppose that it adds to our store of knowledge that withstands critical scrutiny; students and faculty already undergo numerous forms of assessment and evaluation. If those are not trusted to accurately measure effectiveness, we should be equally skeptical of outcomes assessment—for the very same reasons. Moreover, the opportunity costs of outcomes assessment are high, and propitiating the shibboleth of "accountability" simply takes away time and resources from the true mission of the university. In a time of diminished public support for higher education, outcomes assessment may be part of the problem, not part of the solution.

Learning Outcomes:

1. There are serious reasons to doubt that outcomes assessment does what it claims or is worth the cost of doing.
2. Outcome 1 applies to this survey instrument as well.

Audience: Beginner**3:30 PM - 4:30 PM****CONCURRENT SESSION 2**

3:30 - 4:30, PISB 104**HARNESSING CATS AND COLTS: LINKING CLASSROOM ASSESSMENT AND COLLABORATIVE LEARNING TECHNIQUES**

Thomas Angelo, Queens University of Charlotte

Engaging students in productive group work is key to deep learning—but also very hard to do well. Likewise, formative assessment can contribute greatly to learning by providing early feedback, but it can also be difficult to manage and time consuming. Effective group work and effective feedback are two key high-impact practices. In this interactive session, we'll consider and experiment with simple, practical classroom assessment techniques (CATs) and collaborative learning techniques (CoLTs) that can make teaching and learning more engaging and more effective.

Learning Outcomes:

1. At least two research-based guidelines for collaborative learning.
2. At least two research-based guidelines for formative feedback.

Audience: Beginner-Intermediate**3:30 - 4:30, PISB 106****DEVELOPING A CULTURE OF CONTINUOUS IMPROVEMENT**

Sandra Bailey, Oregon Institute of Technology

The presentation is designed to introduce faculty, administrators and assessment professionals to the five phases of an institution-wide, sustainable assessment and evaluation model. Phase one: stop talking assessment and start doing assessment. Phase two: creation of an institution-wide organization to support the process. Phase three: development of a timeline and deliverables with participation from all programs. Phase four: the implementation of uniform assessment methods and tools. Phase five: communication of assessment results to the institution and other stakeholders. The audience will be involved in an activity designed to generate solutions to common obstacles (faculty buy-in, fear of transparency, campus attitudes toward systematic assessment, analysis paralysis, etc.). Participants will both generate and assess potential solutions. Top solutions will be shared and participants will identify possible solutions to solve their “big question” drafted at the beginning of the presentation.

Learning Outcomes:

1. Define a culture of continuous improvement and steps to development.
2. Evaluate solutions to common obstacles and identify possible solutions to implement.

Audience: Intermediate**3:30 - 4:30, PISB 108****ASSESSMENT IN THE EVALUATION OF TEACHING: FINDING BALANCE**Sonia Gonsalves and Susan Davenport,
The Richard Stockton College of New Jersey

Presenters will discuss the status of assessment data from

student and peer ratings in the evaluation of teaching in Higher Education. Presenters will outline the separate roles that each of those assessments play in evaluation, and the ways in which each should be used to make summary judgments about teacher excellence in the facilitation of learning and the support of student development. In the presentation, the presenters will summarize the limitations and strengths of each type of information and support these suggestions with the current literature on student and peer ratings. The presenters will summarize the best practice standards in the use of student ratings, peer observation reports, and teacher materials both solicited and unsolicited, and will lead participants in an analysis of the advantages and disadvantages of each. They will give guidelines for the supporting the professional development of evaluators and describe ways to balance evidence of teaching effectiveness against standards for excellence. This presentation will be most instructive to faculty, staff, and administrators who have some knowledge of, and interest in, the use of assessment data to evaluate faculty performance in teaching.

Learning Outcomes:

1. Advance skills for leadership in the use of assessment data for evaluating teaching.
2. Understanding of the merits and limitations of the different types of assessment evidence for evaluating teaching.

Audience: Intermediate**3:30 - 4:30, PEARLSTEIN 101****BUNKERS, BRIDGES (AND BOMBS):
COMMUNICATING DURING THE ASSESSMENT PROCESS**

Bridget Lepore, Kean University

Participants will identify who in their environment needs to know about assessment and how to connect to them along with the potential problems that may arise from communication issues in the assessment process. Participants will be challenged to think holistically about their campuses, including students, faculty, administration and outside areas as well as the assessment message that they want their campus to communicate internally and externally. The session begins with a discussion of university areas (silos, bunkers and islands) and communication (bridges and bombs). This presentation is intended for all levels of expertise in the assessment process.

Learning Outcomes:

1. Participants will identify where communication bridges need to be built and how to begin the process.
2. Participants will identify and craft a basic strategy to identify possible communication breakdowns—where/when/why they occur as part of their assessment plan.

Audience: Intermediate

3:30 - 4:30, PEARLSTEIN 102

ASSESSING YOUR CREATIVE STRENGTHS: A DIAGNOSTIC APPROACH

Fredricka Reisman, Larry Keiser, and Obinna Oti,
Drexel University

If companies are to build a creative workforce, then K -12 schools and institutions of higher education need to start producing creative and innovative thinkers. Presenters will provide hand-held devices for participants to take the Reisman Diagnostic Creativity Assessment (RDCA), a free Apple App that may be downloaded via iTunes. The RDCA is a 40-item Likert-type, self-report, electronic assessment appropriate for middle grades students through adulthood. The RDCA is built upon 11 research-based creativity factors and takes about 10 minutes to complete. Scores for each factor and a total score are tallied immediately. Upon completion of the RDCA, an interpretation of the scores will form the basis of an interactive discussion among the presenters and the session participants. Example activities for selected factors will be presented as an advance organizer for an online strategies manual that is forthcoming and is comprised of creativity-enhancing exercises for each of the 11 creativity factors. The purpose of the RDCA is diagnostic rather than predictive; thus, the individual can decide which factors they wish to strengthen and which satisfy their life or work needs.

Learning Outcomes:

1. Participants will become aware of their creative strengths.
2. Participants will be exposed to creative thinking tools and processes that provide the fuel to ignite new innovations.

Audience: Intermediate

3:30 - 4:30, BEHRAKIS GRAND HALL, NORTH

SATISFYING ALL THE STAKEHOLDERS: AN INTEGRATED, MULTIDIMENSIONAL APPROACH TO ASSESSMENT

Chrysanthemum Mattison, Oregon State University

Everyone in higher education, it seems, is looking for evidence of student success, but the type of data, level of detail, and format being sought varies greatly across stakeholders on campus. The ways and means to measure student success are also shifting away from an emphasis on retention and graduation rates, to a more expansive definition of what it means to be successful in higher education. This workshop is designed to help higher education professionals plan their assessment needs ahead of time to make sure they are able to develop and share the most relevant and useful information to all the stakeholders and campus partners. This workshop will guide attendees through the process of going beyond retention rates and instead tailoring and employing other student success metrics such as academic achievement, engagement in educationally purposeful activities, acquisition of desired knowledge, skills and competencies, and attainment of educational objectives to tell their story, assess their programs, and provide deeper levels of information about student success outcomes. The program will be best suited to individuals whose responsibility includes communicating division, department, program, or initiative effectiveness to a wide range of stakeholders.

Learning Outcomes:

1. Attendees will be able to generate a list of specific, appropriate, and meaningful student success measures for various levels of stakeholders on their campus.
2. Attendees will be able to identify the important components in an integrated and multidimensional assessment plan that suits the needs of their division/department/program/initiative.

Audience: Intermediate

3:30 - 4:30, BEHRAKIS GRAND HALL, SOUTH

REVIEWING SYLLABI TO DOCUMENT TEACHING CULTURE AND INFORM DECISIONS

Claudia Stanny and Melissa Gonzalez,
University of West Florida

A systematic review of course syllabi generates rich information about student learning outcomes, course assignments, and instructional strategies. The most recent syllabus review addressed questions about the presence of two types of student learning outcomes (information literacy and 21st century professional readiness/career development), whether learning outcomes were written in measurable language, assignments related to each type of learning outcome, and the degree to which instructors include high impact pedagogical practices in their courses (as defined by Kinzie, Kuh, and others associated with the National Survey of Student Engagement). A campus-wide assessment based on syllabus content produces multiple forms of evidence: descriptions of the completeness of syllabus content, attention given to common learning goals, and characteristics of assignments and learning activities instructors use in their courses. Librarians and directors of academic programs can use this information to identify and inform meaningful actions that promise to improve the quality of teaching and learning.

Learning Outcomes:

1. Design a rubric to evaluate the contents of a syllabus to gather information about student learning outcomes and answer questions about the learning environment on campus.
2. Identify strategies for developing consensus among reviewers, establish acceptable rater agreement, and document the reliability of data gathered in a syllabus review.

Audience: Intermediate

5:30 PM - 7:00 PM

RECEPTION, DINOSAUR HALL
THE ACADEMY OF NATURAL SCIENCES OF
DREXEL UNIVERSITY

7:00 PM - 8:30 PM

NIGHT TOUR OF PHILADELPHIA LANDMARKS

7:30 AM - 8:30 AM

CONTINENTAL BREAKFAST

DREXEL UNIVERSITY (PISB Atrium)

Sponsored by AEFIS

8:45 AM - 9:45 AM

CONCURRENT SESSION 3

8:45 - 9:45, PISB 104

INTEGRATING INSTITUTIONAL EFFECTIVENESS INTO THE PLANNING AND BUDGETING PROCESSES

John Barnshaw, Higher Education Consortia
University of Delaware

Utilizing data from the National Study of Instructional Costs and Productivity (Delaware Cost Study), this session explores strategies and tactics for (1) integrating data systems, (2) facilitating unit and institutional improvement through benchmarking activities and (3) implementing an integrated approach to planning, which offers several key advantages over traditional systems planning. Integrated planning is ideal for dealing with complex problems that require shared oversight and can assist business officers in transforming their institutions from reactive and compliance driven to forward-looking, results driven, risk minimizing entities that proactively resolve problems before they arise.

Learning Outcomes:

1. Identify best practices for integrating diverse data systems and institutional research into the planning process and explore how these activities can generate efficiencies, cost savings, and optimal planning outcomes.
2. Recognize the importance of translating the National Study of Instructional Costs and Productivity and related benchmarking activities of cost and faculty productivity into the planning process to calculate unit and institutional improvement.

Audience: Intermediate

8:45 - 9:45, PISB 106

COMBATING DRIFT IN MULTI-SECTION COURSES: TOOLS FOR ENGAGING FACULTY—A PRECURSOR TO ASSESSMENT

Julie Phillips and Istvan Varkonyi, Temple University

Common intellectual experiences have been demonstrated to increase retention, student engagement, and persistence. The General Education (GenEd) curriculum at Temple University serves almost 29,000 undergraduate students. In order to serve that volume of students, approximately 400 faculty bear responsibility for instruction in any given term. The sheer size of the program suggests that the likelihood of “drift” is high. In order to combat significant departure from course and program goals or objectives (and to create the common

intellectual experience), a number of mechanisms and tools have been developed to maintain course fidelity and coherency in the common curriculum. Strategies for creating a common intellectual experience vary greatly and include a number of processes and structural mechanisms. The strategies, adopted over a period of time, demonstrate the importance of and tensions between faculty involvement, autonomy and expertise. While the materials and processes were developed specifically for the GenEd program at Temple University, the processes and tools may be applied to any program or curriculum with multi-section courses, such as introductions to the major.

Learning Outcomes:

1. Participants will explore the importance of maintaining consistency of student experience across introductory majors courses or common general education courses offered in multiple sections across multiple departments.
2. Participants will use tools for evaluating coherency across multi-section courses to initiate a conversation about student learning.

Audience: Beginner

8:45 - 9:45, PISB 108

CUSTOMIZING STUDENT COMPETENCIES THROUGH DIRECT LEARNING ASSESSMENT OF PROGRAM OUTCOMES

Ray Lum, Jennifer Breaux, and Shannon Marquez,
Drexel University

The focus of this session is to demonstrate how direct and indirect assessment of program level outcomes can enhance the quality of student competencies. The session will first illustrate how program policies can be reframed to align program level outcomes to course outcomes. Secondly, it will demonstrate how course assessments can be aligned to direct program level assessment to support the learning assessment narrative. In addition, it will show how grading rubrics and the grade book in Blackboard Learn can be utilized for direct program level assessments of student competencies through the use of the Academic Evaluation Feedback Intervention System (AEFIS). Thirdly, the session demonstrates how the transparency of these learning outcomes develops an assessment culture and tone in the classroom and in faculty-student advising towards competencies. Lastly, the session investigates interventions to improve and align course to program level outcomes that improve the quality measures in the breadth and depth of student competencies.

Learning Outcomes:

1. Demonstrate templates and forms for competency mapping and direct assessment.
2. Demonstrate the benefits of a customized student competency model.

Audience: Intermediate

8:45 - 9:45, PEARLSTEIN 101

VALUE—AN ALTERNATIVE TO STANDARDIZED TESTS

Peggy Maki, Ph.D., Peggy Maki Associates

Historically, standardized tests have been evoked as the only means of assuring institutional accountability for students' general education learning. With the release of the Association of American Colleges & Universities' VALUE Rubrics in 2009 and the current large-scale pilot projects focused on applying selected rubrics to authentic student work across institutions, the possibility of an alternative to standardized tests is taking hold. What we are learning from these projects is instructive about the design of assignments. Designing backwards, groups will discuss how they might revise an assignment that positions students to produce work that not only demonstrates the attributes of one of the VALUE rubrics but also chronologically prepares them for increasingly more complex assignments that require high level achievement of the attributes in that rubric.

Learning Outcomes:

1. Learn about lessons learned from large-scale assessment pilot projects using VALUE rubrics.
2. Revise an assignment in group work.

Audience: Advanced

8:45 - 9:45, PEARLSTEIN 102

SIGNATURE ASSIGNMENTS: FROM BACKLASH TO BUY-IN

Michelle Filling-Brown, Seth Frechie, and Laura Groves, Cabrini College

Presenters will demonstrate how using signature assignments can encourage faculty ownership of assessment in courses by providing streamlined, non-threatening opportunities for instructors to make informed pedagogical adjustments. The team from Cabrini College will share their template for creating signature assignment guidelines, sample assignments, and rubrics for each area of their core curriculum. They will describe how they systematically utilize their governance structure to make data-driven changes, as well as integrate assessment and faculty development in ways that empower faculty to enrich both their traditional and online pedagogies. This interactive session is designed for faculty and administrators who are either in the process of creating an assessment plan for their college's general education program or are revising their current process.

Learning Outcomes:

1. Develop signature assignment guidelines (and sample assignments) based on specific learning outcomes and create rubrics appropriate to those learning outcomes.
2. Build faculty commitment to assessment through faculty-to-faculty mentorship during the signature assignment drafting process and through other forms of faculty development.

Audience: Intermediate

8:45 - 9:45, GERRI C. LEBOW HALL, 27

REIMAGINING ASSESSMENT THROUGH PROFESSIONAL DEVELOPMENT IN TEACHING AND LEARNING

Noreen Lape and Tiffany Frey, Dickinson College

This presentation will focus on a year-long faculty development opportunity that prompts participants to approach assessment through the lens of research on teaching and learning. The first presenter will consider the strengths and limitations of the various ways of approaching campus-wide assessment: through the literatures of accrediting agencies like Middle States; of disciplines, like Writing Studies; and of the teaching and learning center community. In this context, she will explain the rationale and structure of the faculty development workshop she designed to help faculty find the value in assessment. The second presenter will discuss a specific faculty assessment project based on the faculty development workshop and her newfound awareness of the connection between assessment and professional development. Finally, the presenters will discuss the assessment of the first workshop, the improvements to the design, and the progress of the second group of faculty participants.

Learning Outcomes:

1. Participants will learn strategies and generate ideas to help faculty, including skeptical ones, better understand how professional development in teaching and student learning assessment are mutually reinforcing activities.
2. Participants will learn how to use assessment to help faculty reflect on their teaching philosophies and monitor the educational progress of their students.

Audience: Intermediate

8:45 - 9:45, GERRI C. LEBOW HALL, 108

PROMOTING EFFECTIVE ASSESSMENT PRACTICES THROUGH PEER REVIEW

Claudia Stanny, University of West Florida

The presenter will describe a campus-wide process of peer review of assessment that creates a time and place for faculty in departments to describe and share their assessment methods and rubrics, reflect on the meaning of the assessment data they collected in the previous year, and identify connections between assessment evidence collected and decisions they plan to implement in the coming year to improve curriculum and student learning. The peer review process began as a pilot project in which five departments shared annual assessment reports during a facilitated discussion. Now in its third iteration, the peer review includes representatives from every academic department on campus. Departments share assessment reports for one academic area each year (departmental contributions to general education assessment, undergraduate programs, or graduate programs). Participants share effective assessment practices, advise one another on writing learning outcomes or data collection, discuss common challenges with student learning, and share ideas for program improvements. The presenter will lead a discussion of how they adapted the peer review process over various iterations to best meet campus needs and promote development of a more mature culture

of assessment. Attendees will identify components of a peer review process that could be implemented on their campus.

Learning Outcomes:

1. Explain how a peer review of assessment can promote more mature assessment practices.
2. Identify opportunities and challenges for implementing a peer review of assessment on the attendee's campus.

Audience: Intermediate

10:00 AM - 11:00 AM

CONCURRENT SESSION 4

10:00 - 11:00 PISB 104

NUMBERS AND NARRATIVES: BUILDING QUANTITATIVE DATA AND COMMUNITY

Karen Nulton, Mariana Mendez, Marshall Warfield, and Anne Erickson, Drexel University

Fundamentally, good assessment marries outcomes with pedagogy of teaching and learning. Further, good assessment relies on a creative tension between reliability (how often will you get the same results?) and validity (how closely are you measuring the thing you want to measure?). This tension is productive when faculty are engaged in creating permeable boundaries between reliability and validity and damaging when standardized assessments dictate outcomes. Accreditation can serve to catalyze both relationships to assessment. The presenters will focus on methods to create and sustain organic, authentic assessment tied to best teaching pedagogy. The session deals with the fundamentals of creating a community of assessment practitioners that is responsive to the needs of a program, a department, and a university. While examples in the presentation focus on writing assessment, the process will be useful to any group that wants to build a community of thoughtful assessment practitioners, including those in STEM fields. Novice or intermediate assessment practitioners are encouraged to participate.

Learning Outcomes:

1. Understand validity and reliability as foundational aspects of assessment.
2. Identify possible assessment partners and strategies for engagement.

Audience: Intermediate

10:00 - 11:00 PISB 106

ARE YOUR EDUCATIONAL PROGRAMS LEARNING-CENTERED? CAN YOU MEASURE THIS?

Phyllis Blumberg, University of the Sciences

Many websites, admissions offices, accreditation reports of colleges and universities claim they are learning-centered. What assessment data do they have to support that claim? This session will give people the methods to support the claim of using learning-centered practices with a validated assessment tool. The assessment tool is a rubric that suggests ways of closing the assessment loop to use the data to become more learning-centered. The rubrics are an easy-to-use method for determining the learning-centered status of courses. Participants will examine the rubrics on learning-centered teaching, and self-assess their courses on one component to ensure they understand how to use the rubrics. Next they will discuss the type of data they might review to assess if they or their educational programs are learning-centered.

Learning Outcomes:

1. Participants will be able to use the rubrics provided to measure the extent of implementation of learning-centered teaching of their courses or educational programs.
2. After assessing courses, participants will be able to use to close the assessment loop by using the data to plan how to implement further learning-centered practices.

Audience: Intermediate

10:00 - 11:00 PISB 108

ALIGNING ASSESSMENT TO BROADER STRATEGIC GOALS USING ITERATIVE CURRICULUM DESIGN

Donald McEachron, Drexel University

The overall goal of a curriculum is to create a properly sequenced and implemented series of educational experiences that transform students into productive members of a global society. To do so requires implementation of a collaborative and iterative process of assessment-driven and evidence-based curriculum design. In this session, we will explore the means by which such curriculum design can be achieved within the framework of higher education. Various mapping approaches will be presented and the advantages and limitations of each will be discussed. This is a practical session with the intent of providing a set of approaches and tools that can be immediately implemented in one's home program and institution. As part of that intent, we will also discuss some of the barriers to the implementation of these approaches and strategies for overcoming those barriers.

Learning Outcomes:

1. Attendees will be able to create alignment maps between student learning outcomes and program educational objectives in support of the academic mission of their unit and institution.
2. Attendees will be able to utilize design principles and assessment strategies to create developmentally appropriate and integrated curricula which facilitate student achievement of learning outcomes and program education.

Audience: Intermediate

10:00 - 11:00 PEARLSTEIN 102

CREATING A DIALOGUE FOR LEARNING: EVALUATING COMPETENCIES WITHIN A COURSE DEVELOPMENT & REVIEW PROCESS

Julie Phillips and Istvan Varkonyi, Temple University

General Education (GenEd) at Temple University called for a new, innovative curriculum that moved away from the acquisition or mastery of content in exchange for a focus on the development of active and knowledgeable citizens with the ability to engage in critical thinking, problem solving and effective communication about current issues in an evolving world. The “innovative” curriculum mirrored the Liberal Education and America’s Promise initiative sponsored by the Association of America’s Colleges and Universities that was—and remains—focused on the importance of a liberal arts education in the 21st century. The renewed emphasis on liberal arts education was coupled with a call for continuous and ongoing assessment of student learning at the course and program levels. The presentation focuses on GenEd’s dual requirement to reform and assess by engaging faculty at three critical junctures: course design; course delivery and course “do-over.” The presentation describes the emergent processes that blend curriculum design and assessment to achieve short-term and long-term goals related to student learning from conception to implementation and finally review. Each phase presents the opportunity to explore the interconnectedness of design, delivery and assessment.

Learning Outcomes:

1. Participants will discuss a faculty-driven process for creating and maintaining a university-wide, competency-based General Education curriculum at a large, public research-intensive university.
2. Participants will learn strategies for engaging the campus community in conversations about student learning and assessment at three key and often repeating phases.

Audience: Intermediate

10:00 - 11:00 PEARLSTEIN 101

ASSESSMENT, FREEDOM, AND A LIFE WORTH LIVING

Christopher Nelson, St. John’s College in Annapolis

Assessment in higher education tries to answer two distinct, but related, questions. First, on a national level, we ask, What metrics can be used to rank or evaluate college and universities relative to one another? Second, within each college and university, we ask, How can classes and programs be evaluated to determine whether projected outcomes are attained? These two questions are colliding forcefully today. Much of the pressure to generate new assessment models within an institution—let us call this “internal assessment”—comes from the demand for assessment at the national level—let us call this “external assessment”—to prove that the products and services rendered by colleges and universities justify the costs. But it is a fundamental mistake to believe that the prevailing economic metaphor applies to higher education. Learning has far too little in common with commodities and services for the economic metaphor to be of any use in trying to understand education. The current mania for trying

to guarantee a “return on investment” in higher education—as if the image of “investment” is at all appropriate for an educational experience that should be, if well-chosen and responsibly followed, literally priceless—points to a profound misunderstanding. Education is not primarily about making a living; it is primarily about making a life worth living. Reimagining assessment for the current century may have more to do with getting back to basics than with finding new mathematical and computational models to satisfy the prevailing economic metaphor. Our imaginations need to throw off the shackles of the economic metaphor. We need to find ways to discern whether, and to what extent, students are becoming freer in our colleges and universities. If we can reimagine to that extent, then our assessments will actually measure the real aim of higher education, rather than the aim as seen through the distorting lens of the economic metaphor.

Learning Outcomes:

1. Skepticism of the prevailing economic metaphor in regard to assessment.
2. Understanding of a possible new basis for assessment.

Audience: Beginner

10:00 - 11:00 GERRI C. LEBOW HALL, 108

USING STUDENT JOURNALS TO ASSESS AND IMPROVE WRITING OF CDLG

Marilena Olguta Vilceanu, Rowan University

While most faculty care deeply about the quality of their communication with students, teaching goals, and learning outcomes, they often face serious limitations in terms of strategy, technology, and time resources available for ongoing assessment. This presentation proposes a time-efficient way to analyze student learning journals in order to measure teaching effectiveness relative to course description and learning goals (CDLG). Centering resonance analysis software increased our accuracy and time-effectiveness, while allowing for test-retest situation analysis in our quest for a student-centered language register. Finding a way to connect reflective student writing and CDLG provides insight into language that is more accessible and ultimately more meaningful to students. This intermediate session is intended for instructors with some prior knowledge and experience in assessment of student learning, whether they be novice or experienced teachers, possibly interested or involved in assessment of course/program/department of CDLG.

Learning Outcomes:

1. Explore usage of computer-assisted text analysis to support assessment of teaching and learning.
2. Explore content analysis strategies associated with student learning journals and other student writing regularly collected in college courses.

Audience: Intermediate

10:00 - 11:00 GERRI C. LEBOW HALL, 27
USING BACKWARD DESIGN PRINCIPLES TO DEVELOP YOUR ASSESSMENT STRATEGY AND MATERIALS

Todd Zakrajsek,

University of North Carolina at Chapel Hill

Backward design (Wiggins & McTighe, 1998, 2008) has been popularized as a method to develop curriculum by “beginning with the end in mind.” The most fundamental tenant is that educational goals are determined prior to choosing an instructional method. The same process should be used for any assessment program. Time and again individuals begin with a basic concept of what data will be collected, rather than what one desires to know. In this session we will use the backward design to illustrate how to approach sticky issues with respect to assessment.

Learning Outcomes:

1. Understand the three basic principles of backward design as applied to assessment.
2. Apply the principles of backward design to assess student understanding of basic information in a typical classroom.

Audience: Intermediate

11:15 AM - 12:15 PM
CONCURRENT SESSION 5

11:15 - 12:15 PISB 104

**SUCCESSFULLY ASSESSING FAILURE:
AUTHENTIC ASSESSMENT PRACTICE IN THE ARTS**

Krishna Dunston, University of the Arts

Assessment in the arts most often falls into what is called “authentic assessment” or “project-based learning.” That is: students build, design, paint, act, dance, write, create; and faculty evaluate. One of the fundamental challenges of assessment in the arts is the contradiction in what makes a successful artist: successful artists embrace and utilize failure. Assessment in higher education has brought about a fundamental shift to traditional practice. It changes the question. Rather than asking, “is this a successful work of art?” We must show, “this student understands the process of creativity,” “this student can evaluate their own successes and failures in a creative process.” Arts faculties have needed to develop and maintain a balance between evaluating a created artifact (product, piece, technique, performance) and a creative process (engagement, risk-taking, self-evaluation, innovation). This hands-on rubric building session will discuss strategies for balancing product and process; explore active, process-oriented verbs useful for articulating outcomes; and discuss the value of creating moments of student self-reflection applicable to any academic disciplines engaged

in the challenges of authentic assessment or project-based learning.

Learning Outcomes:

1. Participants will build a rubric for evaluating process-based outcomes.
2. Participants will share and discuss language articulating process-based criteria.

Audience: Intermediate

11:15 - 12:15 PISB 106

WHOLE OF DEGREE DESIGN – EMBEDDING SCAFFOLDED AUTHENTIC ASSESSMENT

Romy Lawson, University of Wollongong

The main aim of this session is to explore mechanisms to support a whole of degree approach to curriculum design that will allow assurance of learning. In order to achieve this, three key elements of curriculum design (degree level learning outcomes; learning activities; assessment tasks) have been considered in a constructively aligned manner. This whole of degree design is a change of mind-set for many academics. Common practice has been to develop a set of subjects (units of study/modules) that cover all the necessary areas and a degree is awarded once sufficient subjects are passed by the student. Whole of degree design removes the silo effect of developing subjects in isolation to work with teaching teams to develop an integrated and scaffolded approach to the curriculum, where subjects relate and build on each other in a progressive way, allowing students to see how each element of the course relates to the overall degree level learning outcomes. Assessment drives learning and so ensuring that assessment is a main factor when using this whole of degree approach is essential.

Learning Outcomes:

1. Participants will be able to apply whole of degree curriculum design to their context.
2. Participants will be able to evaluate their current assessment practice.

Audience: Intermediate

11:15 - 12:15 PISB 108

UNCOVERING THE LEARNING EXPERIENCE HIDDEN BY GPA AND STANDARDIZED TEST SCORES

Barbara Hoekje and Karen Nulton, Drexel University

Recent changes to the SAT writing test have the world’s eye on what standardized assessments can and can’t do. In the context of our university, we questioned the value, benefit, and place of standardized tests to help understand the learning trajectory of international students for whom English is a second language. Traditional standardized scores such as TOEFL have yielded limited insight into the actual academic experience of international students and the faculty who teach them. This presentation focuses on the way that admissions policies, standardized test scores, curriculum, writing assessment, language support, and foundational composition

pedagogies were queried and united to give voice to the silent narrative of the differential experiences of international and domestic students. This presentation supports a growing culture of assessment designed to cultivate a clear relationship between outcomes, pedagogy, and the changing composition of the undergraduate student body.

Learning Outcomes:

1. Participants will understand ways to create a “value added” assessment of learning.
2. Participants will be introduced to fair, valid, and reliable scoring practices in using a validated rubric.

Audience: Intermediate

11:15 - 12:15 PEARLSTEIN 101
CONNECTING ASSESSMENT PLANS & DATA MANAGEMENT SYSTEMS WITH A MIDDLE STATES TEMPLATE

Brett Everhart and Brian Zirlin, Lock Haven University and LiveText

This session is intended to provide participants with specific details necessary for designing a student learning assessment plan and how the assessment data can be efficiently collected, aggregated and reported annually for data-driven decisions to improve academic programs, units, and institutions. Additionally, not only will best practices for assessment be discussed but the presenters will show how components of an assessment plan can be configured and displayed in a data management system which stores, aggregates, dis-aggregates, and reports data results in tabular and graphic forms. Closing the loop will be discussed from a programmatic and institutional perspective and how the institutional and unit structure is important for a sustainable culture of learning assessment. Finally, the presenters will show how a data management system can not only be used to collect, store, aggregate, and report annual student learning data but also how a framework or template can be established to highlight Middle States standards and expectations for regional accreditation in an efficient and transparent manner.

Learning Outcomes:

1. Participants will develop a greater understanding of the significance and relationship between the three stages of the session: a) a sustainable student learning assessment plan; b) selecting, configuring and using a data management system to implement the assessment plan; and c) how to create an efficient Middle States template to showcase how their institutions are meeting regional accreditation expectations.
2. Participants will write two proposed ideas from the session to use at their own institutions.

Audience: Intermediate

11:15 - 12:15 PEARLSTEIN 102
MAKE IT COUNT: A SUCCESS PLAN FOR ASSESSMENT
Rebecca Jaroff and Talia Argondezzi, Ursinus College

This session is divided into three sections. The first presenter will focus on a three-semester assessment project on research writing at the 200- and 400-level in the English Department. After reviewing the rubrics they employed, and the process for evaluation, the presenter will discuss how that project helped the department refine learning goals. Finally, she will talk about current projects, including the research skills survey and the department’s current assessment of oral communications. The second presenter will focus more on college-level assessment, in order to show how a hands-on approach was used to work closely with each department to develop learning goals and then assessment projects out of that process. This part of the session will discuss various ways to approach specific challenges, such as departments with few faculty and fine arts departments. Finally, the presenter will discuss how to leverage early adopters as models and how to change the conversation from what departments have to do to what they will learn. In the last third of the session, both presenters will conduct a workshop in which groups work with rubrics to devise an assessment project and come up with specific learning goals based on their own particular assessment needs.

Learning Outcomes:

1. Ideally, participants will leave with clear strategies and tools to implement their own assessment projects and to establish learning goals.
2. In addition, the presenters hope to dispel some anxieties and misconceptions surrounding assessment culture.

Audience: Beginner

11:15 - 12:15 GERRI C. LEBOW HALL, 27
CHANGING OUR CULTURE THROUGH ACTIVE REFLECTION, ALTERNATIVE ASSESSMENT, AND THE E-PORTFOLIO
Cyndi Rickards, Drexel University

Research demonstrates that young adults learn best collaboratively, actively and socially. An ePortfolio serves as a constructivist’s educational tool whereby students build their knowledge base and derive meaning. Drexel’s history of experiential learning and cooperative education supports the Criminology program’s goals of Thematic Coursework, Community-Based-Learning, Inter-Cultural Experiences, Cooperative Education and Extracurricular Engagement. The ePortfolio is both a process and a product. Beginning freshman year, students begin the process of gathering, archiving and reflecting upon experiences both inside and outside of the traditional classroom. Built into this process are benchmarks that bring together faculty and students to reflect on the journey. This practice is iterative and formative, thereby creating a structure and culture for faculty to support our students in reaching both program and Drexel student learning priorities.

Learning Outcomes:

1. Attendees will identify alternative assessment alternatives.
2. Attendees will understand the relationship between

assessment, ePortfolios and creating a reflective culture in the CJS department.

Audience: Intermediate

11:15 - 12:15 GERRI C. LEBOW HALL, 108

HOW IS HIGHER EDUCATION REDEFINING EFFECTIVE ASSESSMENT PRACTICE: MAKING IT ALL FIT TOGETHER ON YOUR CAMPUS

Kathryn Doherty, Notre Dame of Maryland University

As regional accreditation standards are revised and federal education agencies and legislators look to increase accountability and efficiency, it's important to rein in the competing assessment efforts; focus on what matters and what is actionable; and bring a consistency to the assessment of student learning and institutional effectiveness that will allow for greater utilization of existing resources, less need to jump on the "latest, greatest" effort, and more energy directed toward economies of scale, collaboration, and purposeful direction to support a sustainable process over time. This session will provide a model to bring the competing interests together, offering an organizational structure, function, and set of responsibilities, while encouraging participants to map out assessment on their campuses and to identify the redundancies and the gaps. The goal of the workshop will be to offer a model while also guiding participants to apply their

own systems to that model. In an effort to provide more focus and consistency to an oftentimes muddled mix of new and old initiatives, the takeaway of the session will be an assessment map that may be used to generate conversation and action when back on campus.

Learning Outcomes:

1. Describe and apply a model for best practice in efficiency and effectiveness of institutional assessment processes and systems.
2. Identify gaps and redundancies in assessment practice and systems, and develop an action plan to address both.

Audience: Intermediate

12:30 - 1:45, BEHRAKIS GRAND HALL

**LUNCHEON & PLENARY
HOW WILL YOU REDESIGN?**

Peggy Maki

Peggy Maki Associates, Higher Education Consultant
Specializing in Assessing Student Learning

Peggy L. Maki is a higher education consultant, specializing in assisting undergraduate and graduate colleges and universities, higher education boards, higher education organizations, and disciplinary organizations integrate assessment of student learning into educational practices, processes and structures. She serves as Assessment Field Editor at Stylus Publishing, LLC; serves on several editorial advisory boards for assessment publications; and served on the national advisory board for AAC&U's VALUE PROJECT and as an external consultant for nationally awarded grants. For three years she served as sole consultant to the Rhode Island Board of Governors for Higher Education and its public higher education institutions under a multi-year assessment project. From May, 2011-May, 2013 she served as sole consultant to the 28 public colleges and universities in Massachusetts to assist them build their assessment capacity to score students' authentic work using the VALUE rubrics. Recently, AAC&U has appointed her to its Quality Assurance Group as the organization continues to assist institutions design



their general education programs and assess students' learning. She has presented altogether over 550 workshops and keynotes in the US and abroad.

Her handbook on assessment, *Assessing for Learning: Building a Sustainable Commitment across the Institution*, was published in 2004, by Stylus Publishing, LLC. In 2007 Stylus published her co-edited book, *The Assessment of Doctoral Education*. In 2010, her second edition of *Assessing for Learning*, was published by Stylus Publishing, as well as her edited collection of faculty perspectives on and experiences with assessment, *Coming to Terms with Assessment*. She has written numerous articles on assessment for journals and books. Recently AAC&U has commissioned her to write a publication that makes the case for using VALUE rubrics for assessing student learning in undergraduate education to be published in January, 2015. She is also the recipient of a national teaching award, The Lindback Award for Distinguished Teaching.

Session Description:

A movement that began in the '80's, assessment has gradually, and sometimes with great resistance, become an identifiable component of our institutions' cultures. In keeping with the timely theme of this conference, taking stock of the efficacy of your institution's commitment and assessment practices is in order. This keynote will identify several major lenses through which you might consider redesigning your institution's 21st Century commitment to advance and improve all students' learning along their educational journey.

CONCURRENT SESSION 6

2:00 - 3:00 PISB 104

WORKING WITH DEPARTMENT FACULTY TO DEVELOP A CULTURE OF ASSESSMENT

Kathleen Ruthkosky, Barbara Higgins, and Theresa Tulaney, Marywood University

One of the greatest challenges on campus is helping faculty better understand how to address assessment requirements within the context of the teaching-learning process. As Suskie notes, “the best assessments are those whose results are used to improve teaching and learning and inform planning and budgeting decisions” (p.36). This presentation will focus on one university’s efforts to assist the nursing department in developing a culture of assessment. In 2013, the nursing program received word that it was out of compliance with accreditation standards on assessment. For one year the program worked with the Director of Outcomes Assessment and Accreditation to develop an assessment plan that addressed the concerns of the accrediting body. The presenters developed a method for assisting faculty in clearly identifying learning outcomes, defining key assessments within programs that are congruent with learning outcomes, establishing target levels of performance, and using data to inform decisions made at the programmatic level. The presenters will describe the structure established by the university to support faculty in their work. From the onset of this project, it was agreed that assessing student learning should not be viewed as a burdensome task but rather a natural part of the teaching-learning process. Participants will also view how Taskstream has assisted with the management of assessment plans, findings/recommendations, and action plans.

Learning Outcomes:

1. Develop a process for engaging faculty in learning outcomes assessment activities.
2. Identify “pitfalls” in the process used for developing a culture of assessment within an academic program.

Audience: Beginner

2:00 - 3:00 PISB 106

DIGITAL/OPEN BADGES: ARE WE CHASING A BETTER MOUSETRAP?

Sue Hellman, University of New Brunswick (Fredericton)

Digital badges seem a natural fit for competency-based or professional certification programs because they provide a way to break out skill subsets and show which have been mastered. They also offer a means for post-secondary institutions to recognize and potentially offer credit for skills and knowledge acquired through work, service, sports, and other related activities, or from participation in non-credit or informal learning opportunities such as continuing education

programs, MOOCs, and professional training. However, as happened with MOOCs, the use of badges is beginning to raise more questions than it answers—particularly when it comes to their use in classrooms (both real and virtual). This presentation is intended for ‘badge beginners’ and those who may have tried implementing badges in a very limited way. Those who are interested in continuing the dialogue after the session will be able to do so via Twitter hashtag or by using a Google doc to brainstorm collaboratively: badge ideas, barriers to implementation, success strategies, and ways to measure impact. Badge resources and research will be made available at <http://www.scoop.it/t/ceet-badges>.

Learning Outcomes:

1. Know what badges are/are not well suited for and be aware of issues that may affect learner buy-in; participants will be able to plan a more effective badge program.
2. Participants will plan, design, share, and earn a badge.

Audience: Beginner

2:00 - 3:00 PISB 108

STRATEGIC ASSESSMENT TO SUPPORT INSTITUTIONAL VIABILITY

Jennifer Fisler, Susan Donat, Mary Finch, and Kristin Hansen-Kieffer, Messiah College

This session’s panel includes four of the college’s assessment of student learning committee members. The committee applied Kellogg’s logic model (wkkf.org) for planning, implementing, and evaluating assessment work. The logic model provides a structure for identifying and articulating resources, activities, outcomes, and impact. Explicitly articulating these components helps identify gaps, recognize overlooked resources, and use resources strategically to maximize intended outcomes. This type of evaluation helps to realize the benefits of doing assessment: quality assurance, institutional understanding, prioritization of resources, enhanced program delivery, accountability, and stakeholder buy-in (Russ-Eft & Preskill, 2009). This session is intended for anyone interested in planning or implementing assessment work as part of a larger effort to strengthen overall institutional effectiveness. The session equips participants to reimagine higher education as a partnership between faculty, co-curricular professionals, and administration, collaboratively leveraging existing resources to sustain the institution’s viability in challenging economic times.

Learning Outcomes:

1. Participants will apply a logic model to guide the identification of salient institutional resources, short term outcomes, and intended impact for assessment work.
2. Participants will identify ways to leverage their assessment work to support institutional viability by highlighting and enhancing institutional distinctives.

Audience: Intermediate

2:00 - 3:00 PEARLSTEIN 102

ASSESSMENT FROM THE BOTTOM-UP: LEVERAGING FACULTY EXPERTISE

Allison Turner, Lorraine Bernotsky, and Jeffery L. Osgood, Jr., West Chester University

The Bottom-Up Assessment Approach challenges the traditional top-down process by which education programs define learning competencies first and then use them to guide curriculum content and subsequent assessment efforts. The process begins by recognizing course objectives defined by faculty and presented in their syllabi. This establishes a bottom-up approach based on student learning outcomes at the course level. It also serves as a catalyst for inclusive discussions about what it is that students are expected to learn in a particular course and how those learning objectives support the achievement of broader program-level competencies. By recognizing the expertise and contributions of program faculty in defining course-specific learning objectives consistent with broad disciplinary proficiencies, this bottom-up approach allows for the operationalization and assessment of program-level competencies. This session is designed for an audience of individuals seeking to build on, apply, or enhance their knowledge of assessment/teaching/learning. Presenters will discuss the benefits of the bottom-up approach relative to a traditional, hierarchical approach. Participants will leave the session with materials outlining the process, suggestions for how to initiate the process, examples of related curriculum maps and assessment rubrics.

Learning Outcomes:

1. Session participants will learn about the foundational components in a bottom-up approach to the assessment of student learning outcomes.
2. Session participants will apply the process by which these components are used to develop an effective assessment plan.

Audience: Intermediate

2:00 - 3:00 GERRI C. LEBOW HALL, 27

IMPACT AND ASSESSMENT: AN INTEGRATED APPROACH TO FACULTY DEVELOPMENT

Will Miller and Brian Smentkowski, Flagler College and Appalachian State University

This session forges a new path in faculty development by not only calling for greater collaboration among programs and personnel, but by demonstrating the compatibility of Faculty Development and Institutional Research. Given the present complexity of higher education and the limited capacity of any one unit to “go it alone”, it is increasingly important to dismantle the silos that have historically dominated the institutional landscape and to focus on the common ground that unites us as institutions of higher learning. By focusing less on “what we can do” and more on “what we can do together”, we reintroduce a vital sense of community that is necessary for individuals and institutions to succeed. By leveraging our resources, knowledge, and experience towards common goals, we can build structures that properly identify, support, and enhance faculty and institutional effectiveness.

In this session, the presenters will share a model of integrated faculty development and demonstrate how two historically different units—Faculty and Academic Development and Institutional Research and Effectiveness—can find common ground and build a sustainable community of individual and institutional success.

Learning Outcomes:

1. Assess the current status of faculty development within and beyond their units.
2. Empower participants to develop and implement their own successful models of integrated faculty development.

Audience: Intermediate

2:00 - 3:00 PEARLSTEIN 101

MONEYBALL AND THE ART OF STATISTICAL ANALYSIS IN HEALTH-RELATED PROFESSIONS

Brad Marcum and Margaret Sidle, University of Pikeville/Kentucky College of Osteopathic Medicine

The movie *Moneyball* was a look at using statistical analysis to make important decisions to help a baseball team perform better, while dealing with a traditional group of seasoned scouts who had a long history of making player evaluations based on anything but statistical analysis. This presentation looks at how one small medical school applied a similar approach with a seasoned faculty who had spent many years teaching med school students while assessing the students' learning using tools that did not include data analysis. This school incorporated computer-based testing using an analytics platform to be more effective. This presentation will show the process of implementation and how faculty, administrations, and students benefited from taking this approach. After two years of using this approach, we have seen examples of faculty development and have discovered advising opportunities for our students that we had not considered in the past.

Learning Outcomes:

1. Participants will have a better understanding of what steps to take to engage faculty in using data to improve their teaching.
2. Participants will have a better understanding of how to better identify test questions that address their learning outcomes.

Audience: Intermediate

2:00 - 3:00 GERRI C. LEBOW HALL, 33

SNAPSHOT SESSION [A COLLECTION OF MINI PRESENTATIONS]

*SSI: THE ART OF ASSESSMENT

Dawn Hayward, Gwynedd Mercy University

The presentation will set up a visual argument supporting a radically different and fresh approach to assessment. Instead of relying on the quantitative measures used by social science, assessment can share in the qualitative methods of the “art critique” long used to great effect by members of the art community. For many, assessment has become a “paint-by-number” endeavor, with each domain of knowledge to

be carefully identified and mapped. Yet real learning—as in art—relies on a deeply creative process that resists this reductionist and positivist approach. The art critique process provides a method that can work well for the assessment of student learning—better, in fact, than the current mania for measurement and quantitative data. During the art critique, the apprentice engages in dialogue involving both the group and the master teacher to reflect on what resonated for the audience, what did not, and why. As a result of the conversation, the student moves closer to the artistic ideal: a more full resolution of the presented artistic problem. This presentation will demonstrate how the arts have much to teach us about an assessment process that not only works, but transcends.

Learning Outcomes:

1. Participants will identify an approach to assessment grounded in the arts.
2. Participants will appraise the relative value of the alternative approach.

Audience: Intermediate

***SS2: BEYOND THE CLASSROOM: USING CO-CURRICULAR ACTIVITIES TO ASSESS GENERAL EDUCATION**

Jane Phelps, Bergen Community College

The Snapshot Session will describe how Bergen Community College uses the annual Speech Competition on Contemporary Issues to assess student learning outcomes for the General Education skills of oral and written communication. The speech competition is a co-curricular activity that focuses on contemporary topics of significance. It requires students to research, organize and write a speech and deliver it in front of an audience of faculty members. The intended audience for the Snapshot Session is individuals with an intermediate level of knowledge about assessment, who have some experience in assessment of student learning outcomes and wish to consider expanding assessment to include academic experiences outside the classroom. The objective of the session is to describe how to apply an assessment framework to co-curricular activities. The skill I hope to provide is how to apply a rubric to an activity that is not normally graded but still can be evaluated and judged.

Learning Outcomes:

1. How to apply assessment principles to co-curricular activities
2. How to use course activities to assess course learning outcomes

Audience: Intermediate

***SS3: HAVE YOU HUGGED YOUR ASSESSMENT PROFESSIONAL TODAY?**

Jeff Bonfield, Drexel University

Is there such a thing as too much freedom, intellectual or otherwise? Americans love our freedom, but we also choose to limit that freedom so we might achieve certain goals both

for personal and common good. Smaller, even less democratic organizations also choose to limit the freedom of their constituents in order to achieve their goals. Most faculty love the freedom to choose the content of their courses, but is it possible they would be happier and their students better off if they chose to limit that freedom?

Learning Outcomes:

1. Participants will be able to articulate their personal stance on the level and kinds of freedom faculty should have in choosing course content.
2. Participants will know some general sources of satisfaction and stress for faculty.

Audience: Beginner

3:00 PM - 3:15 PM

BREAK

(Snacks in PISB Atrium)

Peggy Maki, Peggy Maki Associates, Higher Education Consultant Specializing in Assessing Student Learning

Peggy L. Maki is a higher education consultant, specializing in assisting undergraduate and graduate colleges and universities, higher education boards, higher education organizations, and disciplinary organizations integrate assessment of student learning into educational practices, processes and structures. She serves as Assessment Field Editor at Stylus Publishing,



LLC; serves on several editorial advisory boards for assessment publications; and served on the national advisory board for AAC&U's VALUE PROJECT and as an external consultant for nationally awarded grants. For three years she served as sole consultant to the Rhode Island Board of Governors for Higher Education and its public higher education institutions under a multi-year assessment project. From May, 2011-May, 2013 she served as sole consultant to the 28 public colleges and universities in Massachusetts to assist them build their assessment capacity to score students' authentic work using the VALUE rubrics. Recently, AAC&U has appointed her to its Quality Assurance Group as the organization continues to assist institutions design their general education programs and assess students' learning. She has presented altogether over 550 workshops and keynotes in the US and abroad.

Her handbook on assessment, *Assessing for Learning: Building a Sustainable Commitment across the Institution*, was published in 2004, by Stylus Publishing, LLC. In 2007 Stylus published her co-edited book, *The Assessment of Doctoral Education*. In 2010, her second edition of *Assessing for Learning*, was published by Stylus Publishing, as well as her edited collection of faculty perspectives on and experiences with assessment, *Coming to Terms with Assessment*. She has written numerous articles on assessment for journals and books. Recently AAC&U has commissioned her to write a publication that makes the case for using VALUE rubrics for assessing student learning in undergraduate education to be published in January, 2015. She is also the recipient of a national teaching award, The Lindback Award for Distinguished Teaching.

Steven Hales, Professor of Philosophy and Noted Skeptic of Outcomes Assessment, Bloomsburg University of Pennsylvania

Steven D. Hales is Professor of Philosophy at Bloomsburg University of Pennsylvania. He holds a PhD From Brown University, and works primarily in metaphysics and epistemology, but has also dabbled a bit in popular philosophy. Dr. Hales has been a Visiting Professorial Fellow at the University of Edinburgh and the School of Advanced Study at the University of London. He is



a past winner of Bloomsburg University's Outstanding Teaching Award. His current research is on the nature of luck, and the role that it plays in understanding the nature of knowledge, social privilege, moral accountability, and collateral areas.

Dr. Hales has published 10 books, including *This is Philosophy* (Wiley-Blackwell, 2013), *A Companion to Relativism* (Wiley-Blackwell, 2011), *Relativism and the Foundations of Philosophy* (MIT, 2006), *Nietzsche's Perspectivism* (University of Illinois, 2000) and *Beer and Philosophy* (Wiley-Blackwell, 2007). He has also published over 40 articles in journals such as *Mind*, *Noûs*, *Synthese*, *Philosophy and Phenomenological Research*, and others. Dr. Hales is also innately skeptical of educratic fads and has said saucy things about outcomes assessment in *The Chronicle of Higher Education*.

Session Description:

This plenary will feature a point/counterpoint approach to the topic of assessment. Peggy Maki is a leading and well regarded advocate of the assessment and accountability model, while Steven Hales, noted philosopher and published author, might argue that assessment has become the latest educational fad. Come join us as we debate the extent to which outcomes assessment has added to our valued storehouse of knowledge or is costing more than its worth. Is the accountability movement part of the problem in higher education? In a time of diminished public support for higher education, is outcomes assessment part of the problem or part of the solution?

7:30 AM - 8:30 AM

CONTINENTAL BREAKFAST

DREXEL UNIVERSITY (PISB Atrium)

8:45 AM - 9:45 AM

CONCURRENT SESSION 7

8:45 - 9:45 PISB 104

MAPPING LEARNING OUTCOMES: WHAT YOU MAP IS WHAT YOU SEE

Natasha Jankowski, National Institute for Learning Outcome Assessment

This session will examine the process of curriculum mapping—the mapping of learning outcomes across an institution for purposes of alignment and gap analysis—and consider the implications of curriculum mapping as a lens to understand how problems of learning are defined and potential solutions are presented. Through institutional examples, sharing of curriculum mapping templates, and expanding the concept of what can be mapped to include spatial areas, assignment timing, and learning elements, alternative conceptions of mapping and potential limitations will be explored. Participants will leave with a better understanding of the nuances of mapping learning outcomes, as well as reflective questions to engage with throughout the process, and examples of institutional curriculum change in relation to mapping processes.

Learning Outcomes:

1. Understand the curriculum mapping process and its potential limitations.
2. Engage with a variety of different approaches to mapping and various questions to ask stakeholders.

Audience: Intermediate

8:45 - 9:45 PISB 106

STRATEGIC POINTS OF ENTRY TOWARDS A CULTURE OF MEANINGFUL ASSESSMENT

Eric Kaldor, Robert Baker, and Ruth Childs, SUNY College at Brockport

To pursue a culture of meaningful assessment, we must relocate assessment practices into the center of our academic roles. To do this, educators must believe that assessment will give them valuable insights and exist comfortably among their other responsibilities. To pursue such a significant transformation requires change agents making strategic moves at different points in the college or university system. We consider three different points of entry for this kind of strategic action: administrative moves that introduce flexibility and new incentives into assessment procedures and plans; faculty creation of exemplary assessment projects at the program-level; and interdepartmental collaboration of faculty and staff orchestrated around broadly conceived and well-developed

assessment rubrics. Through a role-taking exercise, we will help participants identify bureaucratic procedures most likely to result in cynical performances of assessment as well as forms of bureaucratic flexibility and administrative support that can create fertile ground for the campus community to see assessment as an authentic learning-centered activity. Finally, we explore how a well-designed external assessment tool can be used to stimulate a cross-campus dialogue and interdepartmental collaboration around improving essential learning outcomes.

Learning Outcomes:

1. Participants will be introduced to a strategic approach to developing a culture of assessment that embraces multiple perspectives across the institutional structure.
2. Participants will begin to develop assessment procedures that provide genuinely useful feedback and also meet requirements of external administrative bodies.

Audience: Intermediate

8:45 - 9:45 PISB 108

REFRAMING FACULTY RESISTANCE: WHAT MAKES ASSESSMENT SO DIFFICULT IN PRACTICE?

Laura Rogers, Tufts University

In the course of beginning the self-study for regional accreditation, the presenters discovered that the University did not have a program for assessing general education. To address this gap, a faculty team developed a pilot project designed to engage faculty in authentic initiatives to assess student learning in the required distribution courses. This presentation is designed to describe the project as a possible model for creating a culture of assessment (in place of a culture of resistance) while also meeting accreditation requirements for building a program of general education assessment. The main focus of the workshop will be to engage participants in grappling with what makes it so difficult for faculty across disciplines to gather and aggregate assessment data even when they want to do so. Using case examples, the presenters will identify what the barriers are for faculty, and consider methods universities can use for supporting faculty in developing authentic, classroom embedded assessment strategies to improve teaching.

Learning Outcomes:

1. Identify a sequence of steps for using in planning faculty professional development in assessment.
2. Reframe faculty resistance in terms of specific faculty support needs.

Audience: Intermediate

8:45 - 9:45 PEARLSTEIN 101

A PROVEN MODEL FOR FACULTY-DRIVEN GENERAL EDUCATION ASSESSMENT

Rose Mince, Lynne Mason, and Nancy Bogage
The Community College of Baltimore County

Trying to entice ownership and buy-in to a General Education assessment process is a common challenge across higher education institutions. This session will address a variety of ways to unearth the underlying faculty concerns and create appropriate professional development opportunities that lead to enhanced faculty engagement and student success. Strategies to keep the model robust and relevant will also be explored. Strategies that have been employed to enhance faculty engagement with General Education assessment at the Community College of Baltimore County will be shared. Results from General Education Assessment Teams (GREAT) projects will demonstrate how a variety of faculty development strategies can be employed to improve student success.

Learning Outcomes:

1. Identify assessment challenges and opportunities at their individual institution.
2. Explore strategies that persuade faculty to engage in general education assessment.

Audience: Intermediate

8:45 - 9:45 PEARLSTEIN 102

ELEGANT SOLUTION TO A KNOTTY PROBLEM: ASSESSING AN INTEGRATED CURRICULUM

Jenifer Van Deusen, University of New England College of Osteopathic Medicine

Recent studies, including “Educating Physicians: A Call for Reform of Medical School and Residency” (2010), present a new vision for the transformation of medical education that call us to action. These studies, based on extensive field research and analysis of recent literature on medical education and in the learning sciences, support several specific strategies for change in medical curriculum. One of these goals is the integration of formal knowledge and clinical experience. To this end, the University of New England College of Osteopathic Medicine has moved away from the previous practice of discrete courses in each of the biomedical science disciplines by fully integrating this content. One of the major challenges this change presented was how to ensure that students learn the essential content. Based on “backward planning” (Wiggins & McTighe, 2004) UNECOM, identified outcomes that describe what physicians need to know and be able to do and the habits of mind they must possess to provide quality care in the next century. A sophisticated software solution enables us to track student achievement by targeted outcome categories. And, simultaneously, the software provides vital data for curriculum mapping and continuous improvement.

Learning Outcomes:

1. Describe a process for developing an integrated curriculum that supports achievement of key outcomes.

2. Summarize a method for assessing an integrated curriculum aligned with the key outcomes and explain how a technological solution can provide information on student achievement and program improvement.

Audience: Intermediate

8:45 - 9:45 GERRI C. LEBOW HALL, 27

ENSURING ACADEMIC INTEGRITY WITH ONLINE LEARNING

Erik Cederholm, ProctorU

The presentation will demonstrate how educators can prevent cheating, ensure the academic integrity of distance learning programs, and advance policies designed to reduce incidents of dishonesty online using a number of strategies. The presenter will also share industry research and best practices.

Learning Outcomes:

1. Know the differences between identity authentication and attendance verification.
2. Ways to develop secure exam structures.

Audience: Intermediate

8:45 - 9:45 GERRI C. LEBOW HALL, 33

WHY RE-DESIGN? ADAPT & INNOVATE FOR STRESS-FREE SUSTAINABLE ASSESSMENT

Patrice Davis, Essex County College

The need for quantifiable measures of assessment can strike fear in the heart of even the most robust degree program and institution. Rather than create additional tension and duplicate work, we used the growing need for assessment to strengthen our commitment to our students’ success. We deliberately embarked on a strategic path of seamless and sustainable student learning outcomes assessment. This presentation will analyze a specific degree program, criminal justice, as illustrative of the process that was used to improve our assessment structure. The Criminal Justice Program and Essex County College community embraced the need to improve our teaching and learning by making measuring learning outcomes meaningful and approachable. The assessment process is now ongoing, fully integrated, institutionally supported, automatic and thereby seemingly effortless.

Learning Outcomes:

1. Attendees will leave with a list of best practices and methods of assessment.
2. Attendees will leave with a template for successfully developing similar collaborative stress-free assessment activities.

Audience: Intermediate

9:45 AM - 10:00 AM

BREAK

(Snacks in PISB Atrium)

10:00 AM - 11:00 AM

CONCURRENT SESSION 8

10:00 - 11:00 PISB 104

BUILDING A CULTURE OF ASSESSMENT: A NUTS AND BOLTS APPROACH

Debbie Kell, Deborah E. H. Kell, LLC

Many institutions work very hard at assessment but find themselves floundering as they attempt to scale up the conversations and generate some self-sustaining energy around assessment processes. Assessment leaders have to discover the ways in which conversations at their respective institutions can be strategically “choreographed” so that good ideas can take hold and serve as models for and inspire others. Attendees will begin by collaboratively creating a concept map of likely priorities associated with the vision of a culture of evidence. With that in mind, key considerations will be addressed, including leadership, infrastructure, peer-to-peer exchange, operational silos, and visibility.

Learning Outcomes:

1. Develop a clear set of priorities that support the vision for assessment at your institution.
2. Design and develop processes, events, and initiatives which strategically support your institution in building a culture of assessment.

Audience: Intermediate

10:00 - 11:00 PISB 106

GUIDING PRINCIPLES FOR AN INSTITUTION-WIDE ASSESSMENT INITIATIVE

Scott Heinerichs and Michael Jendzurski,
West Chester University

West Chester University is grounded on the concept of distributive leadership and many student learning assessment (SLA) plans differ because of program type or specialized accreditation. However, there are core elements that should remain consistent throughout each plan. The Assurance of Student Learning (ASL) initiative focused on moving our institutional expectation related to academic program assessment from a quantity perspective to a quality perspective based on several core elements: clear articulation of student-centered outcomes, appropriate measures for each outcome, rationale to support the choice of measures, criterion for success to demonstrate achievement of the measure, and incorporation of appropriate results and action plans to ensure documentation of program strengths or areas of improvement. The purpose of this presentation is to provide guiding principles of this initiative from its conception through the

results so that strategies can be shared for others to utilize at their respective institution. Presenters will provide details on the transparent approach taken and share specific results of the initiative. Additionally, presenters will describe how this approach allowed academic programs to demonstrate a level of quality as it pertains to their plan and overall consistency across the institution without infringing on the academic freedom of a program. In an era when we are being asked, by a variety of constituents, to be more accountable, it is important that we are first accountable to ourselves to ensure student learning. This accountability begins with the implementation of SLA plans structured in a way that looks at the quality of the plan so that one can clearly document student learning.

Learning Outcomes:

1. Understand and value core elements of student learning assessment plans across an institution.
2. Apply strategies to structure a transparent institution-wide assessment process.

Audience: Advanced

10:00 - 11:00 PISB 108

LEARNING AND INSTRUCTIONAL SUPPORT SYSTEMS: CONTINUOUS ASSESSMENT IN CONTEXT

Donald McEachron and Mustafa Sualp,
Drexel University and AEFIS

Despite considerable effort by both institutions and accrediting bodies, assessment strategies for curriculum design and improvement have not resulted in the anticipated enhancement of student learning in higher education. There are a number of reasons for this, including the time lag between data collection, analysis and delivery to instructors, failure to present assessment in context to faculty instructors and limited involvement of students in measuring their own achievements as a developmental progression. This issue is to provide assessment analysis and recommendations at the right time, in the right context and to the right people. In collaboration with AEFIS, LLC, Drexel University has undertaken two projects—the Instructional Decision Support System and the Realtime Drexel Student Learning Priorities Transcript—which attempt to address these issues.

Learning Outcomes:

1. Participants will be able to evaluate rapid feedback systems for providing instructional support for faculty.
2. Participants will be able to describe a system for feedback to students using direct assessments on core competencies.

Audience: Intermediate

10:00 - 11:00 PEARLSTEIN 101

MAKING YOUR ASSESSMENT MATTER: BEST PRACTICES FOR SHARING RESULTS

Mary Odden, Campus Labs

Sharing assessment findings can often be a tedious part of the assessment cycle, but it is crucial to creating and maintaining

assessment success! For those who have just started dabbling in assessment to those who already have loads of data on their hands, this session will present different examples of how other schools who have been highly praised in their assessment efforts (like the University of Albany, Lehigh University, and others) have chosen to share their data in interesting and effective ways. We will be discussing the importance of shaping your message to your audience, adjusting the format to make the biggest impact, how to identify key points in your data for sharing and the value of sharing results effectively. Attendees will have the opportunity to look at real examples of annual reports, as well as an opportunity to practice creating their own infographic during a short group exercise.

Learning Outcomes:

1. Attendees will be able to recall at least 2 different types of methods for sharing results effectively.
2. Attendees will be able to describe the value of sharing results in with multiple audiences (students, peers, external constituents).

Audience: Intermediate

10:00 - 11:00 PEARLSTEIN 102

IT TAKES A CAMPUS VILLAGE TO CREATE A CULTURE OF ASSESSMENT

Heidi Anderson and Phyllis Blumberg,
University of the Sciences

Size matters in how education occurs. Universities have learned that it requires a ‘campus village’ to achieve an operational continuous institutional effectiveness process. This session will describe the lessons learned from a large university and their application to a small university in making this transition to continuous institutional effectiveness. The presenters will contrast the realities of two cultures and how size does and does not matter when promoting institutional effectiveness. The session will guide the participants through a simplified process to accomplish similar outcomes at their institutions.

Learning Outcomes:

1. Describe the key stakeholders involved in the process.
2. Reflect on strategies to use in their back-home plan to implement a similar process.

Audience: Beginner

10:00 - 11:00 GERRI C. LEBOW HALL, 27

ASSESSMENT OF SPECIAL NEEDS STUDENTS THROUGH ON-LINE INSTRUCTION

Marie Conceptia Girault, Essex County College

The presentation consists of two parts. The first part is a presentation of ongoing research using an on-line World Language platform to address and evaluate the learning styles of students with special needs—once identified by the student and, in some cases, unidentified—while ensuring inclusive practices. The second part will engage participants in a review of different scenarios of student performance and align them to instructional methods and the development

of performance outcomes. Traditional assessments do not include alternative assessments that can give students the opportunity to demonstrate their learning more effectively (Tomilson as cited by Prieto, 2009). Using backwards design pedagogy, participants will analyze performance data to develop an understanding of students’ learning styles (McTighe & Wiggins, 1998). This presentation is designed for educators who teach on-line, and hybrid courses and are either beginners, or intermediate level academicians.

Learning Outcomes:

1. Participants will learn to design lessons using data from assessments of special needs students while employing a backwards design methodology of on-line and hybrid courses.
2. Participants will learn to align hybrid and on-line assessments to students’ learning styles.

Audience: Beginner

10:00 - 11:00 GERRI C. LEBOW HALL, 33

BEYOND EXAMS: INNOVATIVE APPLICATIONS OF FORMATIVE ASSESSMENTS IN HIGHER EDUCATION

Dan Thompson and Brandy Close,
Oklahoma State University Center for Health Sciences

Many higher education institutions use computer-based testing software to administer secure, high-stakes, summative assessments in order to assess the learning outcomes of students. However, oftentimes the pedagogical goal is to assess student learning throughout the course without the pressure of high-stakes situations in order to utilize feedback data to either guide instruction or promote student self-awareness of learning, or both. The purpose of our presentation is to discuss the utilization of ExamSoft software in a unique and creative way to formatively assess student knowledge and provide useful, relevant, and timely feedback to enhance student learning. The application and potential benefits of the various methods/approaches are discussed, culminating with an active learning experience in which members will participate in one form of low-stakes assessment and feedback from the student perspective. Examples of the proposed methods are: pre-assessment, guided study, mid-course assessment, take-home quizzes, peer reviews, and team competitions.

Learning Outcomes:

1. Understanding the value of formative assessment is only useful if its purpose and utilization is clear and operational.
2. This session will allow members to actively experience one of the assessment methods discussed in the presentation.

Audience: Intermediate

11:15 AM - 12:30 PM

CLOSING PLENARY AND DRAWINGS

Drexel University (PISB Atrium)

11:15- 12:30 PISB ATRIUM

TEACHING: JOYS AND CHALLENGES OF THE GREATEST PROFESSION

Todd Zakrajsek, University of North Carolina
Executive Director, Academy of Educators, Director of two National Lilly Conferences on College and University Teaching and Learning, and Associate Professor in the School of Medicine and the Department of Family Medicine

As an Associate Professor of Psychology at Southern Oregon University, Todd Zakrajsek earned tenure while founding the university-wide Center for Teaching and Learning. During that time he also served as the campus Outcome Assessment Coordinator. With an opportunity to move into full-time faculty development work, Todd accepted a position as Founding Director of the Center for Teaching and Learning at Central Michigan University. Within three years that center was combined with the campus-wide Learning Technologies Group to form the Faculty Center for Innovative Teaching with Todd as the director.



In 2008 Todd moved to the University of North Carolina at Chapel Hill as Executive Director to help transform a Center of Teaching and Learning, in place for over 30 years, to a Center of Faculty Excellence with support in Teaching, Leadership, and Scholarship. In 2012 Todd had the opportunity to move to the School of Medicine (staying at UNC), where he works in his current positions: Executive Director of the Academy of

Educators in the School of Medicine, and Associate Professor and Associate Director of Fellowship Programs in the Department of Family Medicine.

In addition to his work at UNC, Todd directs three National Lilly Conferences on College and University Teaching and Learning and one International Teaching Conference. He also sits on several educationally related boards for programs and journals. He received his Ph.D. in Industrial/Organizational Psychology from Ohio University. Dr. Todd Zakrajsek is an international speaker who is requested regularly for keynote presentations and campus workshops, having published and presented widely on the topic of effective teaching and student learning. He has given workshops and keynote addresses at over 200 campuses and teaching conferences. His most recent book, *The New Science of Learning* (co-authored with Terry Doyle), is dedicated to helping students to be more successful in higher education.

Session Description:

“Teaching: Joys and Challenges of the Greatest Profession” is an interactive examination of what is challenging about teaching, how to address some of those challenges, and also how to bring about more of what is fun/exciting about the teaching profession. While there has been a proliferation of misinformation pertaining to how students learn and how best to teach, the good news is that research provides clear evidence pertaining to what works best in the classroom with respect to human motivation and learning. Participants will try out some classroom activities designed to increase student engagement and explore how to create great opportunities to further facilitate their learning.

THANK YOU FOR ATTENDING
MYTHS & MOVEMENTS: REIMAGINING HIGHER EDUCATION ASSESSMENT
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SEPTEMBER 16, 17, 18





Acknowledgment

In 2012, The Middle States Commission on Higher Education stated that Drexel University “...is a remarkable institution that has proven itself by meeting the multifaceted challenges of the past, truly challenging decade. Drexel is now poised not merely to succeed, but to lead. The moment is now Drexel’s to seize.”

Against the backdrop of the MSCHE report, the charge given to the planning group for Myths and Movements-Reimagining Higher Education Assessment was to produce a remarkable conference that would be a definitive, affirmative and authentic response to that challenge. Mindful of that charge, the staff sought to create a conference that would be truly unique, restorative and beneficial to all who attend. We hope that we have succeeded in doing that and that our attendees will enjoy an enriching and thought provoking professional development experience.

No undertaking such as this can be accomplished without combining the talents and gifts of many into a single and effective product. In that spirit then, we wish to thank each of the members of the Drexel Community listed below for their ideas, input, enthusiasm and tireless efforts toward making Drexel’s first venture as host of a regional conference a success. Your dedication and commitment have always been in evidence and your contributions toward helping us meet this goal have been abundant and productive. Thank You.

Drexel University’s Inaugural Regional Assessment Conference Drexel University Planning Committee

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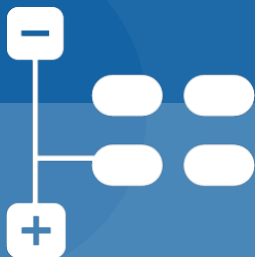
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You're also cordially invited to attend the Drexel/Torrance Center for Creativity & Innovations' **FREE** 2014 Annual Lecture and Reception!

The Lecture is titled, "Creativity as a Bridge between Education and Industry." The lecturers are:

- Jeff Westphal, President and CEO, Vertex, Inc.
- Fredricka Reisman, Ph.D., Director, Drexel/Torrance Center
- Frank Linnehan, Ph.D., Dean of LeBow College of Business

Friday, September 12, 2014 5:15pm – 8:00pm
Sheraton Philadelphia Society Hill Hotel (One Dock Street aka 2nd and Walnut Streets, Philadelphia, PA)
RSVP to Keiser@Drexel.edu

NOTES

2014 ASSESSMENT CONFERENCE

MYTHS & MOVEMENTS

REIMAGINING HIGHER EDUCATION ASSESSMENT

